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ABSTRACT

The full implementation of the Wake County Safe Schools/Healthy Students Project is well underway. This project encompasses 17 strategies in 21 programs aimed at developing and maintaining a safe, orderly, and drug-free learning environment. Contact people working on each strategy report great interest in and enthusiasm for the project's diversity and the services provided. Community-wide collaboration is a major focus toward building and maintaining the safe, orderly, and drug-free environment, and evidence suggests that this environment is being developed. In almost all instances where concerns were noted about program implementation, appropriate corrective actions are in place or are in process. Initiative staff, partners, and contacts meet regularly as appropriate to review progress and receive project updates. Collaboration has increased among departments, agencies, and partners, as is evidenced by increased joint planning and implementation of a wide range of school and community projects. Approximately 36,700 elementary school and 11,000 middle school students have been able to work in more secure schools because of the implementation of electronic security technology, and all schools obtained staff update sessions on Crisis Response Plans. All students in the school system felt the impact of at least one Safe Schools/Healthy Students strategy. Pretest measures have been completed to begin to assess the impact of the various approaches; posttests have not yet been completed. In addition to the planned activities, a conference was held to bring together project participants to increase understanding of the various efforts. Some population served worksheets for ongoing evaluation are attached. (Contains 5 tables, 6 figures, and 16 charts.) (SLD)

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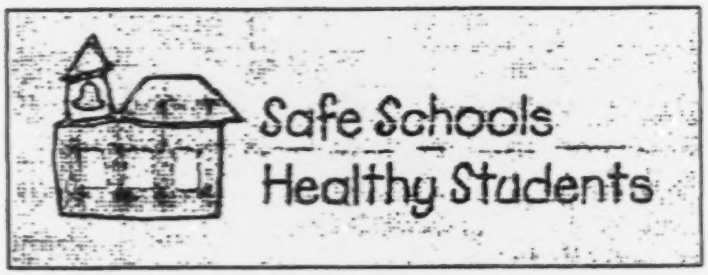
WAKE COUNTY
SAFE SCHOOLS/HEALTHY STUDENTS PROJECT



Year Two – Mid-Year Performance Report
October 1, 2000 – March 31, 2001

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TM033324

E&R Report No. 01.29
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Wake County Public School System
Instructional Services Division
Department of Evaluation and Research

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Wake County Safe Schools/Healthy Students Project
Year Two – Mid-Year Performance Report
October 1, 2000 – March 31, 2001

EXECUTIVE SUMMARY

The full implementation of the Wake County Safe Schools/Healthy Students Project is well underway. Strategy contacts report great interest and enthusiasm in the project's diversity and the services provided. Communitywide collaboration is a major focus toward building and maintaining a safe, orderly, and drug free learning environment within the county; evidence suggests this is occurring.

Evidence exists of positive progress toward meeting interim benchmarks as the project works toward achieving its major goals. In almost all instances where concerns were noted, appropriate corrective actions are in place or in process. SS/HS staff, partners and contacts meet regularly as appropriate to review progress and receive project updates.

Across the Wake County Safe Schools/Healthy Students (SS/HS) Project's seventeen strategies composed of twenty-one programs, a number of positive outcomes regarding levels of service can be reported.

- Collaboration toward developing and maintaining a safe, orderly, and drug-free learning environment for the students in Wake County grew between and among departments, agencies, and partners. This is in evidence by increased joint planning and implementation of a wide range of school and community projects designed to make schools and communities safer. An example can be seen as the Juvenile Crime Prevention Council, Wake County Human Services Child Mental Health, Wake County Human Services Child Protective Services, Wake County Public School System, the Wake County Office of Juvenile Justice, the Raleigh Police Department, and the North Carolina Department of Juvenile Justice and Delinquency Prevention work together to develop an interagency database management system.

- Approximately 36,700 elementary students and 11,000 middle school students were able to work and learn in more secure schools due to Intellikey system and CCTV installations; all schools obtained staff update sessions on Crisis Response Plans.
- Training in the use of the various strategies reached a total of over 1,500 adults. Implementation has involved over 900 adults. At least 10,700 parents and families were introduced to or participated in the SS/HS Project during this period. Over 125 organizations were introduced to the SS/HS Project in some capacity.
- All WCPSS students were impacted by one or more strategies. Nearly 1,200 students received direct individualized or small group session service, 538 received information in classroom settings, 13,103 received curricula instruction, and another 699 volunteered their services in some capacity.
- The community is gaining a greater awareness of the grant scope and is becoming committed toward working to achieve grant goals. Publicity and promotional activities have accelerated dramatically in the second year of the grant with a website, brochures, multiple community presentations and participation in other community coalitions with common purposes.

All WCPSS students have been impacted. Students identified with greater involvement were matched to the WCPSS October 2000 Student Locator database to determine population representation. When the matches were compared to WCPSS students overall, more females (+2.5%), more African-Americans (+20.9%), fewer Hispanics (-0.6%), fewer other ethnicities (-2.9%), fewer special programs students (-6.0%), and more socioeconomically deprived (+14%) participated in the SS/HS Project.

Pre-measures have been collected throughout the strategies although all post-measures are not completed as yet for the year. The results of the measures will be included in the Year Two End-of-Year Performance Report.

In addition to planned activities, a one-day conference was held in March for SS/HS Project representatives and others. The purposes for the conference were (a) to increase an understanding of the project, (b) to strengthen collaboration, and (c) to increase awareness of the scope and potential

impact of the project. The vast majority of the surveyed respondents agreed that the conference had been very useful. Plans are being framed for a second conference next spring.

The Safe Schools/Healthy Students Project has been identified as a model in the state and in the nation as a comprehensive approach to making schools safer and children healthier. Grant staff presented at the 2000 Improving America's School Conference, shared grant activities as a model program in a recent Department of Education publication, and made presentations at other state and national conferences.

The full report focuses on the period from October 1, 2000 to March 31, 2001 (per telephone conference on March 23 with the federal project officer for Wake County) with budget information through April 30, 2001. The Wake County Safe Schools/Healthy Students (SS/HS) Project addresses six elements through four goals and seventeen strategies, as exhibited in Figure 1. Figure 2 provides a brief overview of the project's status by strategy, within elements, by displaying the percentage of Year Two tasks completed and performance frequencies during the period. Readers must recognize 100% completion was not expected as this is a mid-year report. Most activities are proceeding on schedule. The number of locations involved by type is also provided in the figure.

Figure 1. Relationship of Elements, Goals, and Strategies of the Wake County Safe Schools/Healthy Students Project

Project Elements	Goals		Strategies
All Elements (1-6)	A – Develop Improved Infrastructure	1	Comprehensive Action Plan
		2	Training with Advisory Council & Community Representatives
		3	Strategic Planning (now as part of 1)
1 – Safe School Environment	B – Safe and Secure Facilities	4	Facility Security
		5	Save-A-Friend Telephone Hotline
2 – Alcohol and Other Drug and Violence Prevention and Early Intervention	D – Community Capacity to Promote Positive Mental Health, Prosocial Behavior, and Prevent Violence	6	FAST (Families and Schools Together); Family Group Conferencing
		7	Mentors
		8	Teen Court
3 – School and Community Mental Health Preventive and Treatment Intervention Services	C – Safe, Disciplined, and Drug-Free Schools	9	CATeam (Mental Health Counselors)
		10	Substance Abuse Prevention
4 – Early Childhood Psychosocial and Emotional Development Services	D – Community Capacity to Promote Positive Mental Health, Prosocial Behavior, and Prevent Violence	11	Parents As Teachers
		12	Pre-Kindergarten and Kindergarten Second Step
5 – Educational Reform	C – Safe, Disciplined, and Drug-Free Schools	13	Violence and Substance Abuse Curricula: 3Cs Civic Responsibility Get Real About Violence Second Step
5 – Educational Reform	D – Community Capacity to Promote Positive Mental Health, Prosocial Behavior, and Prevent Violence	14	Youth Programming Enhancement
6 – Safe School Policies	C – Safe, Disciplined, and Drug-Free Schools	15	Information Management System
		16	Youth Infrastructure
		17	NovaNET

Figure 2. Year Two Mid-Year Status of Project Task Completions and Frequencies (10/1/00-3/31/01)

ELEMENT:	1-3			1				2				3		4		5					6		
Strategy:	1	2	3	4 Crisis Response Plans	4 Intellikeys	4 CCTVs	5	6-FAST	6-FGC	7	8	9	10	11	12	13 3c	13 cr	13 grav	13 ss	14	15	16	17
A. Process - Tasks Completed (percent through 3/31/01) Year Two	62%	31%		←	22%	→	19%	30%	na	61%	37%	21%	44%	56%	44%	53%	46%	54%	36%	47%	na	67%	32%
B. Performance - Direct Program Exposure																							
Adults #AdultsTrained		25	(Strategy 3 has been incorporated into Strategy 1)	Administrators from all schools	Staff in 7 elementary schools		na	20	141	315	1	49	52		35	23	14	274	477	27			54
# Implementing	25	25		Staff in all schools	Staff in 60 elementary schools	Staff in 12 middle schools		18	28	463	2	5	2	4	15	21	15	93	162	32		31	15
Students/Children				All WCPSS students (97,706)		11,110	Used by 10	50	43	478	229 volunteers; 118 offender cases closed successfully	345	534	88	237	178	840	4926	6011	336		470	753
Parents/Families							Used by 7	32	107			96	8	67	411	178	600	5533	3705				
School/Program Site Locations	na	na		121	60	12	121	4	7	20	37	65	20	4	26	10	3	27	28	40		30	19
Agencies/Community Organizations								5	4	237 persons in 33 orgns.		55 persons in 4 orgns.	10 persons in 1 orgn.		13		24			58 orgns	7		

C. Overall Number of Locations Involved:	Pre-K	Elem.	Middle	Mid/High	High	Non-school-hour Program Sites	Agencies/ Organizations
	18	78 of 78	25 of 25	1 of 1	17 of 17	40	149

Report 01.29

Wake County Safe Schools/Healthy Students Project
Year Two – Mid-Year Performance Report
October 1, 2000 – March 31, 2001

PROJECT STATUS

This report focuses on the period from October 1, 2000 to March 31, 2001 (per telephone conference on March 23 with the federal project officer for Wake County) with budget information through April 30, 2001. The Wake County Safe Schools/Healthy Students (SS/HS) Project addresses six elements through four goals and seventeen strategies, as exhibited in Figure 1. Figure 2 provides a brief overview of the project's status by strategy, within elements, by displaying the percentage of Year Two tasks completed and performance frequencies during the period. Readers must recognize 100% completion was not expected as this is a mid-year report. Most activities are proceeding on schedule. The number of locations involved by type is also provided in the figure. A discussion of the performance and of participant/community perceptions of the project by elements follows.

STATUS BY ELEMENT

ALL ELEMENTS (1 Through 6)

GOAL A: *Develop an improved infrastructure that will institutionalize and sustain integrated, comprehensive, and communitywide resources and services for the provision of safe schools and healthy students.*

Related Strategies:
1-Comprehensive Action Plan
2-Training of Advisory Council and Community Representatives
3 Strategic Planning (incorporated into Strategy 1)

The Juvenile Crime Prevention Council (JCPC), charged as the advisory council to the SS/HS Project, is developing a comprehensive plan integrating all violence prevention programs and initiatives, assessing their impact at the community level, and sharing the results with the community. To work with all segments of the child-serving community with a common framework, expectations, and skill level, the 25-member council receives ongoing training using the *Communities That Care* public health model for safe schools and healthy students. Because some new and existing members have not received formal training in the CTC model, the JCPC strategic planning consultant for this component has arranged for a

condensed training version for them during Year Two. Other members of JCPC may attend the sessions as a refresher.

The Council moved forward in creating a comprehensive plan that involves (a) assessing and prioritizing risk factors, (b) determining intermediate and dispositional options, and (c) identifying community resources, gaps in services/programs, risk and protective factor outcomes, and funding priorities. A community forum was held in November for parents, youths, funded and non-funded program providers, and community members; an information session was held in December for judges, court counselors, and juvenile attorneys. Attendees (82 and 35, respectively) discussed (a) factors that may put Wake County's youths at risk for juvenile crime and delinquency, (b) strengths of the programs/services currently available, (c) accessibility concerns regarding existing services/programs, and (d) additional services or programs that could address these risk factors.

Deeper, more serious commitment to the JCPC responsibilities was evidenced through detailed meeting minutes, agenda, and attendance records. Meeting attendance increased 16% this period (7 meetings) over the last period (3 meetings). Comparing the past two consecutive sets of six meetings each, attendance increased 18%. The Community Relations Committee (a subcommittee of the JCPC) met twice to review the results of the community forum and information session and set forth ideas for further development and approval by the full Council, with other subcommittees meeting once. The Programs Committee conducted site visits to funded agencies for review and monitoring. The Operations Committee worked on by-laws revision and Request for Proposal development, held mid-year meetings with programs, interviewed agency applicants, and met to decide on funding allocations. Additionally, the JCPC chair, vice-chair, and chairs of the three standing committees discussed Department of Juvenile Justice and Delinquency Prevention (DJJDP) requirements regarding the statewide development by JCPC groups of local Annual Comprehensive Community Prevention and Intervention Plans. Built around the DJJDP-promoted CTC model, the plan (which integrates the NC Legislative Statute that mandates the plan, the CTC model, the SS/HS grant, and community input) is on schedule and will be submitted to the Wake County Board of Commissioners in July for their approval before it is submitted to the DJJDP.

ELEMENT 1 - Safe School Environment

GOAL B: *Establish and maintain safe and secure facilities for all WCPSS sites.*
Related Strategies: 4-Improve School Facility Security
5-Expand Telephone Hotline

4-Facility Security: Intellikey security systems have been installed in 60 of 78 elementary schools to date. Closed circuit televisions (CCTVs) have been installed in twelve middle schools. All remaining installations are scheduled for completion by October 31, 2001.

> I met with [a middle school principal. She] advised me that she has heard several students comment on the new cameras that were installed. She heard one student say, 'There are cameras everywhere and they can see everything we are doing.' [The principal] also stated that she has received positive feedback from staff members and parents. She further relayed that the cameras have become a useful tool for administration, for investigative staff, and all-around school safety.
>
> *-WCPSS Chief Security Investigator*

Updated Crisis Response manuals were distributed to school administrators and others in attendance at a Wake County Public School System (WCPSS) Crisis Response seminar in December. Crisis Response plans are reviewed in faculty meetings at a rate of about three schools per month. Building security assessments are conducted and have resulted in security modifications at several sites.

5-Telephone Hotline: Use of the WAVE Tipline, available to all WCPSS students and parents, is increasing. Seventeen WAVE Tipline calls were forwarded directly to Wake County during this period through the main hotline connection of the North Carolina Department of Juvenile Justice and Delinquency Prevention Office, ten from students and seven from parents/guardians; most calls were during October and March, with most at the middle school level. The greatest number involved problems with verbal threats. One November call of a bomb threat resulted in a search of a high school campus by investigators and the police department. Nothing was found and no offenders were identified.

Preliminary results of a systemwide survey show 76% of middle and elementary school parents and 56% of middle and elementary school students believe a hotline is a good idea, although only 13% and 18% (respectively) are aware of the available WAVE Tipline. Final results will be included in the Year Two End-of-Year Performance Report. A significant promotional effort is being planned for October 2001 through the media and the annual Youth Summit, and posters are displayed at all schools. The

hotline will be advertised in short video clips on violence prevention that are being developed by high school students for school classroom use.

ELEMENT 2: Alcohol and Other Drug and Violence Prevention and Early Intervention

GOAL D: *Strengthen community capacity to develop the skills and emotional resilience among children and youth necessary to promote positive mental health, engage in prosocial behavior, and prevent violent behavior and drug use.*

Related Strategies: 6-FAST (Families and Schools Together)
6-FGC (Family Group Conferencing)
7-Mentors
8-Teen Court

6-FAST: The goals of *Families and Schools Together* (FAST) are to strengthen families and their relationships with the school. This is the first year that a middle school FAST program has been run in North Carolina. Four schools are participating in FAST this spring reaching 45 children in 32 families. A fall FAST cycle was not conducted as originally planned because of the need to reorganize, recruit, and train after the program's coordination was changed from Wake County Human Services (WCHS) to Communities in Schools of Wake County (CISWC). At the initial student meeting at this level, 50 youths expressed an interest in their families' attending FAST; 20 were selected. CISWC's connection to FAST National has allowed more support and information compared to last year. Overall, cycles (running from February through May) at each site are reported as going well due to collaboration among CISWC, WCHS, and Southlight Drug Abuse Prevention Center (which provides substance-abuse clinicians for two of the four sites). Ten of the first set of 15 graduating students began the 2-year FASTWorks follow-up and support program last June. Of those, five continue to participate as the others moved out of the area. Training included 20 FAST team members.

> As part of FAST and the FAST Team, I feel that it has become a high point in a lot of the kids' lives, and I also think that it is affecting the whole family. I have fun working with the other kids, and they also enjoy me. I can see that it's helping them to open up to people. I sometimes see them in the halls, and they sometimes stop to speak or we walk and talk. I think that FAST is a good program and it will do well at [our school] now and in the future. [Having] my school [as] the first [middle school in North Carolina] is a great thing. It has opened me up to more life skills and helped me set higher goals in my life.
>
> *-Middle school FAST Team student partner*

Initial transportation difficulties were resolved by having city taxis bring some families to the sessions. A second challenge was keeping the team intact to attain full program benefits. All team

members are required to be present for the planning and recruiting process as well as during the FAST cycle once it begins. This has been a stressful task, the strategy contact reported, as when one parent partner left, a new parent partner at that site needed to be found during the critical family recruitment time. This was accomplished. A third challenge was developing an efficient and timely manner of receiving grant monies to maintain interest and commitment from FAST parent partners. Finally, the intent to have a Parent Mentor program interact with FAST has been delayed until this summer due to contract delays and changes in the CISWC staff.

6-FGC: A new component this year within Element 2 is Family Group Conferencing, based on the New Zealand Model of Family Group Decision Making. This is a part of the Partnership for Educational Success Project, which is a collaborative effort between WCPSS and Wake County Human Services. A plan is developed around the educational needs of academically at-risk students as well as their families' needs. Orienting family advocates to the Family Conferencing modality, training coordinators for the family conferences, and training professionals to be "information providers" are three basic pieces of the component's process. The component's scope is broad and may address mental-health and/or substance-abuse issues, the development of child care resources, or the provision of additional education-related support. During this report period, 107 parents/families were introduced to the concept, affecting 43 students. Training 141 adults involved education and mental health staff as well as parents.

7-Mentors: This strategy uses adult volunteers as mentors with at-risk students through the Communities In Schools of Wake County (CISWC) program and involves collaboration among with CISWC, WCPSS, and Wake County Human Services. During this report period, 237 adults from 33 community organizations were introduced to the volunteer mentoring program and 315 volunteers received mentor training. Students (478) from 20 schools have been mentored by a total of 463 volunteer mentors. In this program, teachers and/or the school's Student Support Team refer most of the students. The majority of the volunteers work one hour each week with the student at the school. Seven of twelve students referred by Wake County Human Services through the Community

Assessment Team (CATeam) have successfully been matched with mentors who meet with the students outside of school 1-3 hours each week.

Challenges during the period include accurate data collection and appropriate mentor preparation/support for the CATeam referred at-risk students. The CISWC database has now been modified for greater ease in reporting, and stronger support for mentors of CATeam-referred students is provided through:

- special training that includes a one-hour interview and an initial partner meeting with the parent, student, school, CATeam member, and the CISWC coordinator,
- submittal of a WCHS referral form with student details for each new referral,
- completion of a monthly activity report to track mentor-mentee contact, and
- a free monthly activity for the mentors and mentees.

8-Teen Court: Strategy 8 focuses on expanding the capacity of the juvenile justice system to provide diversionary options for adjudicated youths through participation in Teen Court. Students gained increased awareness of the Teen Court program through the School Outreach Coordinator's school visits, meetings with administrators and Security Resource Officers, and publicity. A brochure was created for volunteers. More than 80 youths received training in the Teen Court process. With 122 new volunteers recruited, 229 students from 38 schools were active by attending at least one court session during the period. From the first report period through the third, a slightly increasing number (from 70 to 82 to 118, respectively) of Teen Court cases closed successfully.

The coordinator found that maintaining one office at the ReEntry offices with other Teen Court staff was more effective and efficient than the original plan to have two offices (one located in a school and the other at the ReEntry offices). Three staff members found it difficult to devote much personal attention to the volunteers attending court sessions. The staff was busy checking people in, organizing, and answering questions. Once sessions were under way, however, the limited time available was used to talk with volunteers about their Teen Court experience.

> When I first got involved with Teen Court, it was because I had committed a crime. I really wasn't looking forward to having to go through the whole process. When I actually got there, it wasn't what I expected. Part of my sentence was to serve on the jury for other people's cases.

> I found out that participating with Teen Court wasn't bad at all—I liked it. After I completed my sentence, I didn't want to stop coming. Now I'm training to be a Teen Court attorney for the other kids who commit their first crime. I guess you could say that I learned a lot from Teen Court. Thanks for giving me the opportunity to come to Teen Court instead of "real" court. It helped me a lot.
>
> *-Former offender, now a Teen Court attorney volunteer*

To better track activity, an update form is sent to all volunteers with the quarterly Teen Court newsletter, seeking an indication of continuing interest and updates regarding school, age, address, etc. A volunteer appreciation event was held in January, and Teen Court Volunteer meetings planned at individual schools will help maintain student contact.

> I have been amazed at how excited the youths and adults in the county are when they find out about the Teen Court program and witness the process. The creation of this position through this grant has allowed us to really increase awareness and promote the ideas of restorative justice & delinquency prevention. There is so much room for growth, as we are receiving more referrals and interest from volunteers than ever. Unfortunately, I think the main problem limiting our growth and expansion is the limited number of staff members.
>
> *-Teen Court School Outreach Coordinator*

ELEMENT 3: School and Community Mental Health Preventive and Treatment Intervention Services

GOAL C: *Ensure that all staff and students attending WCPSS are able to learn in a safe, disciplined, and drug-free environment.*

Related Strategies: 9-Community Assessment Team (CATeam): Mental Health Counselors
10-Expansion of School-Based Substance Abuse Prevention Programs

9-CATeam: Five Community Assessment Team (CATeam) leaders work countywide connecting student referrals with appropriate resources for support and assistance. The Leaders conduct screenings and assessments as well as small and large group presentations for students, staff, and organizations on topics related to youth mental health. A total of 345 students were served this period through referrals or group meetings. Twenty-two students referred for services during Year One continued to receive services, 14 of whom received an additional 1 to 5 types of service. The CATeam received 125 new referrals, delivering a range of 1 to 6 types of service to each. CATeam leaders worked with 12 groups totaling 198 elementary, middle, and high school students, on topics including anger management, life skills/relationships, and experiential team building. The CATeam leaders also spoke on relevant topics in 12 sessions with 49 education staff, 96 parents, and 55 community members.

Training for the CATeam leaders this period included Family Group Conferencing, other family-centered, strengths-based strategies, and Motivational Interviewing. CATeam leaders mediated between schools, other service providers, and families to reframe issues toward setting up a common goal in which all parties could be successful. Partnering and collaboration took place between CATeam leaders and other organizations. One group, 4-H Youth Development, facilitated training for non-school-hour youth program staff regarding child and adolescent mental health issues. CISWC worked in conjunction with the CATeam to connect youths with mentors and in training mentors to work with youths with emotional/behavioral problems. Also, the CATeam worked with mental health partners in the FAST program.

As a new service for Wake County, the CATeam requires extensive promotional efforts and a show of successful cases. With increased referrals, a slower response time resulted compared to last year. Appropriate length of service delivery time is yet to be determined. The following case report is an example of CATeam work:

> The student is a nine-year-old African-American male in second grade...[referred] to the CATeam [for academic reasons], and...aggressive outbursts with peers. When the school tried to set up meetings with the parent, she did not come.
> Intervention: The CATeam Leader sent a letter to the parent and arranged for a meeting with her in her home. The CATeam Leader engaged the parent in a conversation about...her family's needs...and...her son's school issues....She helped the parent identify...school concerns,...set up a school meeting...and provided transportation. At the meeting,...the CATeam Leader drew parallels between the parent's and school's concerns, emphasizing that everyone involved was looking out for the best interests of the student. The parent requested psychological testing to screen the student for a learning disability that may be impacting his learning;...the school agreed [to] this request. To help the parent and school build a relationship, the CATeam Leader linked the parent with the FAST program....the CATeam Leader [connected] the family [to] mental health services near the family's home. The CATeam Leader also worked to help the teacher send assignments to the student's after-school program so that there was more continuity between school and the after-school program during their tutoring time.
> Response from the referral source: Since the CATeam Leader became involved with this family, the parent has become much more involved here at school....participating in school meetings as well as doing some observing in the classroom. We have recently begun a...[FAST program], and she has become an active participant.... She also has volunteered her time to speak at a CISWC board meeting to share the parent's point of view about the FAST program.
>
> *-School-based Mental Health Coordinator*

10-Substance Abuse Prevention: Two new SS/HS substance abuse (SA) counselors were hired in October to replace vacancies and are working collaboratively with the county-funded school-based substance abuse counselor to expand existing school-based services. Collaboration is also in evidence

with WCPSS counselors, WCPSS staff , WCHS programs, Juvenile Court Counselors, private SA treatment agencies, and the Community Assessment Teams (connected with Strategy 9). Recent county budget restraints resulted in a change of county focus to individual Medicaid clients. This was addressed efficiently by the two SS/HS SA counselors by maintaining a continued focus on at-risk youths through group intervention services while still conducting student SA assessments.

During this report period, 611 students were served. Substance-abuse counselors received 47 referrals and provided up to five services for each student. Children of Substance Abuser (COSA) groups served 164 students, and 340 students were provided with substance abuse prevention presentations in classrooms. Two groups of students of 30 each attended presentations related to substance abuse within their faith-based organization. The SA counselors also addressed substance abuse issues in several meetings, presentations, and/or training sessions for education staff (n=52), parents (n=8), and a faith-based organization (n=10). The two SS/HS SA counselors are FAST team partners at one elementary school each. Of note is an increase in inquiries from WCPSS staff and students regarding "club drugs", typically connected with college-age youth. Training about club drugs will occur for all school-based substance abuse counselors as well as for WCPSS SAP counselors.

After determining that the COSA curriculum appeared best suited for the middle school age level, the SA Counselor modified the format for high school, which resulted in a very positive response by the older group. The co-facilitating counselors agreed that the students are doing a great job of looking at ways to "break the cycle."

> My involvement with the School Based Substance Abuse Team has been very positive. The information and skills...learned from co-facilitating the group, the training...attended, and the consultations...received...have been invaluable in my work with high-risk students at my school.
>
> *- A high school SAP counselor*

ELEMENT 4: Early Childhood Psychosocial and Emotional Development Services

GOAL D: *Strengthen community capacity to develop the skills and emotional resilience among children and youth necessary to promote positive mental health, engage in prosocial behavior, and prevent violent behavior and drug use.*

Related Strategies: 11-Parents as Teachers (PAT)
12-Pre-Kindergarten *Second Step*

11-PAT: The purpose of Strategy 11 is to expand existing community capacity to provide in-home support services for at-risk families with young children using Parents as Teachers (PAT). PAT interventions include screening, education, and referrals to community resources. In home visits, parent educators discuss parent concerns and implement activity-driven lessons that are age- and development-appropriate, and share information about child development and specific parenting issues. If certain needs are observed or expressed, links to the appropriate community resources are made. An emphasis is placed on literacy through age-appropriate books.

During this period, 88 children were reached through serving 67 parents in three main regions of the county. Three parent educators, with the support of a new coordinator, reached more families, resulting in increased community awareness of the program and parent recruitment. New collaborative partnerships were established. Playspace and the Housing Authority worked with PAT to provide opportunities for one neighborhood's parents to play with their children. A Ready to Learn Center began a weekly creative playgroup for PAT participants.

An introductory letter mailed prior to direct parent contact was found to increase responsiveness, especially with Hispanic families. A lack of referrals at one PAT site led to the creation of a newsletter that was distributed at the school. Some PAT parents were very involved with their children and needed ideas for new activities. Workshops and training sessions helped increase their knowledge of child development, how to work with focus groups, and how to be more effective in lesson planning/preparation of activities through idea-sharing and attending local in-service opportunities.

12-Preschool *Second Step*: The purpose of Strategy 12 is to train preschool staff and instruct preschool children on anger management, impulse control, and empathy using the Second Step curriculum. To address social skills instruction in preschools, 35 preschool teachers were trained during this period, and 15 subsequently provided instruction for 237 children. Parent educators involved in the

PAT program also trained parents at schools and implemented Second Step. This collaboration has increased communication, overall participation in the curriculum, and more accurate reporting of participation in data collection efforts. A teacher reported the *Second Step* lessons seem to be helping her students show more empathy toward each other and reinforced the teaching of social skills.

Curriculum materials took longer to purchase and receive than expected, resulting in implementation delays. Kits are now ordered earlier and held in storage for more rapid distribution. An unforeseen circumstance was that many private preschools began teaching the curriculum before administering the Classroom Discipline surveys developed for measurement of success. Thus, some schools have no pre-measure. To rectify this situation, the survey instruments will be given to teachers during training. A meeting with Project Enlightenment will be scheduled to discuss the possibility of similar distribution of the Preschool Classroom Discipline surveys.

ELEMENT 5: Educational Reform

GOAL C: *Ensure that all staff and students attending WCPSS are able to learn in a safe, disciplined, and drug-free environment.*

Related Strategies: 13-Violence and Substance Abuse Curricula (K-12): *3Cs, Civic Responsibility,* *Get Real About Violence* (GRAV), *Second Step*

13-*3Cs Program* (K-5). The 3Cs program intervenes for children with peer relationship difficulties stemming from shyness, aggression, bullying, teasing, and social isolation. The program provides the child and school with ways to improve individual behavior, the classroom atmosphere, and the school's overall social climate. Year Two of the SS/HS grant focuses on fourth graders rather than Year One's third graders. Again, ten different schools were selected and graduate interns from two area universities were hired to work with counselors in those schools. A total of 23 adults were trained in October on sociometric data collection and calculation for student selection purposes and, in January, on 3Cs program delivery.

Twenty adults are currently implementing the program. Counselors, interns, and students report that students are using the techniques learned in the group sessions. The 178 participating students at ten school sites are eager to attend the sessions, and others say they would like to join.

> A parent of a student identified as a bullying type...reviewed her son's 3Cs workbook....She commented that his use of the techniques had resulted in his "behaving good lately." The student was proud that his mother noticed the behavior change and has expressed an interest in continuing with the program next year.
>
> *-3Cs Program Coordinator*

Scheduling group sessions for the students during the school day has been challenging. To counter this concern, a clearer depiction of the program's value and its required time commitment will be presented to interested schools for Year Three that will allow greater buy-in from teachers and counselors. Year Two program evaluation results will be presented in the End-of-Year Performance Report.

13-*Civic Responsibility* (High School Level). This curriculum addresses teaching civic responsibility through the use of site-unique, self-directed school civic centers. The centers support student and community connections; the focus changes based upon community circumstances and act as a forum for student "voice" and power in community involvement in initiatives and policy-making.. Emphasis is placed upon the evolving role of the citizen in the community with character assets as the building blocks. Fourteen teachers were trained during this period and implemented the curriculum in three high schools to 840 students. Six hundred parents and 24 community organizations were exposed to the program.

A group of four students presented a proposal through their school's Civic Center for the construction of a ropes course and a nature trail on wetlands adjacent to the school. They suggested that by doing so, positive socialization skills could be developed through team-building. They say,

> We cannot afford to wait until one student chooses violence; we cannot afford to have one student experience isolation and a loss of community identity. We do not want to become part of the rising statistics of school violence. Therefore, it is necessary that we take a proactive stance toward the continued health of our students and our community by creating this program of team building in our school and in our community.

An unforeseen setback occurred with the death of a key teacher and the resignation of the lead project coordinator to take a position elsewhere. Additionally, the stress and time demands on teachers are concerns. Additional teachers are being sought to alleviate the overload.

13-*Get Real About Violence* (K-12). This curriculum focuses on the role of the bystander during violent or potentially violent incidents. Training in the curriculum was provided during this period to 274

staff members from 13 elementary, 4 middle, and 4 high schools. Implementation by 93 staff this period provided instruction to 4,926 students, while 5,533 parents were exposed to the program. One high school reported using the curriculum for at-risk children after-school.

> The students thoroughly enjoyed the lessons. I taught the lessons also in my two Sociology classes and my Psychology class. I am presently using parts of some lessons in my Law and Justice class. This curriculum would be a wonderful addition to the Wake County Schools' course selections. Thank you for providing this curriculum. It is a rich resource for informing our students of the life threatening situations they are placed in daily.
>
> *-High School Ethics teacher*

A few schools trained staff in Year One, but reported they will not be implementing, usually due to staff changes or choosing to use a different curriculum within the SS/HS Project. Providing curriculum kits to the schools in a timely manner for implementation was a challenge. After arranging storage space through another department, more kits were ordered and placed there for more rapid distribution. Another issue was the lack of administration of a survey used to measure success prior to curriculum implementation by some schools. To prevent this from occurring in the future, the survey instruments will be given to teachers in training sessions. Data collection for reporting has been another strain. Letters and follow-up telephone calls were used to collect school data. Use of e-mail communication proved to be much more effective and efficient than letters and telephone calls, resulting in a higher response rate. Even so, not all schools responded.

13-*Second Step* (K-8). This curriculum focuses on teaching students anger management skills, impulse control, and empathy. Training in the curriculum was provided to 477 staff members from 24 elementary and two middle schools as well as to one Central Office administrator. Implementation by 162 staff this period provided instruction to 6,011 students, while 3,705 parents were exposed to the program.

> A third-grade teacher said that two girls in her class, after having a *Second Step* lesson on using 'I messages', resolved their own problem on the playground. At first, they began to blame each other, but were reminded to use 'I messages' and ended up working it out on their own.
>
> *-SS/HS Second Step Coordinator*

Several schools with trained staff decided to delay full implementation until next school year to give time to train their entire school staff. These schools, however, are using Second Step in select classrooms until they can implement schoolwide. The same challenges occurred with Second Step as

with Get Real About Violence, as stated above (lack of adequate storage space for curriculum kits, no pre-surveys completed by some schools, and low responses to data collection requests). The same corrective measures were taken with the same results.

ELEMENT 5: Educational Reform (continued)

GOAL D: *Strengthen community capacity to develop the skills and emotional resilience among children and youth necessary to promote positive mental health, engage in prosocial behavior, and prevent violent behavior and drug use.*

Related Strategy: 14-Youth Programming Enhancement

Strategy 14 addresses expansion in training and subsequent instruction in violence and substance abuse prevention during youth programs held outside school hours. The current curriculum is Life Skills Health Training at all grade levels. Fifty-eight community- and/or faith-based organizations were involved with the curriculum this period: 27 staff members from 23 of these sites were trained; 32 staff members from 26 sites implemented the curriculum, reaching 336 students; 18 additional organizations were exposed to the curriculum. Revisiting the COPES *Creating Lasting Connections* curriculum for high school youths reversed a Year One decision that training time would be unrealistically long. A two-day (versus two-week) training resulted, and one youth specialist was recently trained.

The student survey provided with the curriculum was determined to be inappropriate for the needs of the SS/HS Project due to its length and the sensitivity of some of the questions. It was revised into two one-page sets of low-sensitivity questions (one for elementary-level youths; one for middle- and high school-level youths). Several sites elected to implement without waiting for the instrument's modifications and approvals to be completed and have no pre-measure to determine change following curriculum exposure. Surveys are on hand in sufficient quantities now for both pre- and post-measures. Due to staff turnover, competing interests, and curriculum length, some existing youth program sites that were trained during Year One elected not to use the curriculum. A focus group of eight site staff helped to determine technical assistance needs for new youth programs. Technical assistance provided to youth program sites this period included 975 telephone contacts, 24 monitoring visits, 6 monthly mailings, and 2 newsletters.

During this period, Request for Proposal applications for new youth program mini-grants were distributed to more than 50 organizations. Seven new programs in both urban and rural areas throughout the county were funded.

> [Funding for] this program has allowed our youths to be engaged in a long-term learning and recreational activity that they enjoy so much. We have received a $10,000 mini-grant award from the SS/HS program that has allowed us to develop a youth orchestra in rural Wake Forest where there [are] not many supervised youth activities. Youths have been recruited from the two local housing projects. We have used the seed funds to purchase musical instruments. A local music store has agreed to maintain the instruments as an in-kind donation. The kids here...are really blossoming, thanks to this program.
>
> *-A program site executive director*

ELEMENT 6: Safe School Policies

GOAL C: *Ensure that all staff and students attending WCPSS are able to learn in a safe, disciplined, and drug-free environment.*

Related Strategies:
15-Information Management System (IMS)
16-Youth Infrastructure: Youth Advisory Council (YAC) and Students Against Violence Everywhere (SAVE) Clubs
17-Novanet

15-IMS: Strategy 15 centers on the improvement of existing school- and district-based information management systems for sharing of information across community agencies and training on the use of these systems. Benchmarks set for Year Two's scheduled school system internal database development have been delayed approximately three months, primarily due to contract verbiage and negotiations. The database program used by the special education department will expand and incorporate fields and variables needed by other departments for information sharing (Related Services, Guidance and Counseling, and Intervention/Prevention as well as the Due Process Office suspension data). Reports state that all parties involved have participated in the decision-making with agreement on what the enhancements will accomplish. Originally scheduled for completion during Year Two with initial training this spring, the product is now expected to be ready for training this summer.

Meanwhile, development of the interagency database was moved forward to take up the slack caused by the above-mentioned delay. The Jason-net system implemented in another North Carolina county was reviewed, and the new North Carolina J-net system is now being examined. Relevant department and agency contacts realized that the original plan for data sharing needed to be detailed more intricately to better match the complex service processes of all groups involved. The Juvenile

Crime Prevention Council, Wake County Human Services Child Mental Health, Wake County Human Services Child Protective Services, Wake County Public School System, the Wake County Office of Juvenile Justice, the Raleigh Police Department, and the North Carolina Department of Juvenile Justice and Delinquency Prevention have met and will meet jointly to map the service strategies of each. Three phases will identify common variables. Phase I involves laying out the registration steps used by each agency to record demographic information on students; two of three meetings have been held toward this endeavor. Phase II will identify the treatment and support steps of each agency. Phase III will address data storage and accessibility. Efforts are under way to coordinate the necessary logistics for Wake County, both technologically and legally, regarding confidentiality issues. A product is scheduled to be presented by September to the groups for recommendations on how data can be shared and integrated among the agencies.

> Almost everyone I have worked with is enthusiastic about the future of this system. They are team players and truly care about the children of Wake County. I have become more aware as time goes on of the importance of the work we are doing, and the desire to succeed that pervades our personnel.
>
> *-Information Management System contracted contact*

16-Youth Infrastructure: Strategy 16 expands an existing youth infrastructure for planning, promoting, and carrying out safe school policies through school-based SAVE (Students Against Violence Everywhere) Clubs and a communitywide Youth Advisory Council (YAC). YAC works through a clear mission statement, by-laws, and governing board to reduce violence in schools and communities. The council collaborates with other organizations and grant partners to plan and implement prevention activities. YAC members act as a sounding board for adult groups who work with youths in the community, such as the Juvenile Crime Prevention Council (the SS/HS Advisory Council). Too, YAC plans and executes an annual summit for students in Wake County, participates in workshops, and gives workshops to other youths in the community. Currently, the members are writing six additions to the *Second Step* violence prevention curriculum to include peer-to-peer training, creative activities, and a violence-free coloring book.

To maximize council meeting attendance, the council discussed providing transportation or meeting at a more centrally located site. Student members' trust toward each other and adults was addressed through training on assets and relationship building.

> Being a part of [the] Youth Advisory Council has allowed me to express myself both emotionally and educationally. I have gathered new insight on programs and I feel that I am developing skills that will help sustain me throughout college. I have a strong desire to spread the anti-violence message throughout my school; I want to take this message to college. YAC has helped me to gain knowledge and friends. It makes me feel good to know that we are impacting other students when I see them participate in our activities like the summit. If we reach one person, then it is worth everything.
>
> *-A high school senior*

SAVE Clubs increased from six at SS/HS Project onset to 30 school locations at all school levels. The SS/HS Project supports each club with an annual amount of $500 and extra-duty pay for club advisors. In return, the project asks for data on student participation and club meetings. To encourage advisors, the YAC coordinator (a) contacted them by memorandum, (b) held regional meetings, (c) communicated by e-mail,and (d) discussed concerns with the SS/HS Director. Data received from 18 of the 30 groups and YAC shows an average of 13 meetings held per site this period with a membership per group of about 27 students. SAVE Club meetings covered topics ranging from mediation training and planning anti-violence skits to reviewing the Search Institute's 40 Developmental Assets and deciding on community service projects, and reported outcomes ranged from creating decorations for the Duke Children's Hospital to learning about the American judicial system.

17-NovaNET: Strategy 17 provides targeted, self-paced academic instruction for remedial needs of at-risk students through the use of the NovaNET online learning system. Labs in nineteen schools serve students or are preparing to offer NovaNET during and, in some cases, before and after school. At least 15 adults worked with 753 students using NovaNET during the period. Matching NovaNET students to the WCPSS October 2000 Student Locator database to examine demographics showed that more NovaNET students were either male (+8.4%), African-American (+23.2%), receiving special education services (+4.2%), or receiving free/reduced lunch (+5.1%) than WCPSS students overall.

Ongoing training is open to lab coordinators as well as teachers, counselors, and administrators. To date during Year Two, 54 staff members received training with more training planned for later in the

year. Schools plan to share successes with each other and lab coordinators plan to obtain advanced levels of training, including curriculum writing and creating exams online.

NovaNET students appear to require the most assistance in math, and an adult in the lab with a math background seems to be an advantage. The labs look as though they work well with course recovery as well as for accruing credits. On a 4.0 scale, the average for reported pre-NovaNET grades was 0.84 and the average post-NovaNET was 1.92, a positive change of 1.08. The test planned for pre-post change, ABLE, is being removed from the online service by the provider and will not be available for use after this school year. The few students who took the ABLE pre- and post-tests online showed an average –0.13 gain.

A case study by a UNC-Chapel Hill contractor on WCPSS's NovaNET program found that staff perceptions toward students changed when they saw student outcomes through NovaNET use. Comments of interviewed staff noted that NovaNET allowed some students to perform better than when in the traditional classroom, appeared to improve self-confidence, and increased hope for educational success and the development of discipline. Respondents in the study consistently emphasized the program as another vehicle in the school system's efforts to provide an optimal learning environment for each of its students.

> We are constantly developing our program....I have high parental involvement and responsiveness [with] high support from teachers and administration....A student who graduated in December, thanks to Nova NET, [said], 'I love this program. I appreciate [the coordinator] and my teachers...who worked with me to help me accomplish a very important goal.' Administration consensus is that NovaNET is a wonderful addition to [our] academic program.
>
> *-A High School Intervention Coordinator*

Several students attribute graduating on time with their class to NovaNET. Students say NovaNET is "Awesome", and "If it weren't for NovaNET, I wouldn't be able to graduate this year."

CONCLUDING REMARKS

The Executive Summary provides an overview of project success. Wake County staff continues to express appreciation for the opportunities available in achieving its goals and objectives through the federal funding of the Safe Schools/Healthy Students Initiative.

Wake County Safe Schools/ Healthy Students Project
Budget Information

Element 1 *Safe School Environment*	Original Budget	2000-2001 Request	Expenditures October 1, 2000 - April 30, 2001	Anticipated Carry-Over after Oct. 2001
Personnel - Salaries	$53,626	$50,965	$30,244	$6,522
Personnel - Fringe Benefits	$15,110	$14,769	$12,838	$1,557
Travel (Local)	$525	$525	$1,081	($552)
Travel (Non-Local)	$668	$668	$1,466	($798)
Supplies/Materials	$3,882	$7,012	$8,102	($1,837)
Equipment	$154,350	$154,350	$44,209	$41,674
Contracts/Consultants	$9,937	$4,572	$9,263	($9,188)
Other	$134,825	$114,825	$150,886	($47,758)
Total - Element 1	*$372,923*	*$347,686*	*$258,089*	*($10,380)*

Element 2 *Prevention & Early Intervention (Alcohol, Drugs, & Violence)*	Original Budget	2000-2001 Request	Expenditures October 1, 2000 - April 30, 2001	Anticipated Carry-Over after Oct. 2001
Personnel - Salaries	$177,633	$178,031	$101,420	$40,905
Personnel - Fringe Benefits	$48,502	$45,043	$35,053	($20,136)
Travel (Local)	$6,195	$6,195	$3,393	$2,801
Travel (Non-Local)	$3,067	$1,235	$2,758	($1,523)
Supplies/Materials	$75,819	$71,191	$30,840	$18,895
Equipment	$734	$2,368	$3,852	($14,284)
Contracts/Consultants	$112,292	$104,029	$128,131	($32,758)
Other	$4,959	$3,879	$12,166	($8,379)
Total - Element 2	*$429,201*	*$411,971*	*$317,613*	*($14,479)*

Element 3 *Mental Health Preventive & Treatment Intervention Services (School & Community)*	Original Budget	2000-2001 Request	Expenditures October 1, 2000 - April 30, 2001	Anticipated Carry-Over after Oct. 2001
Personnel - Salaries	$303,253	$303,606	$145,819	$177,161
Personnel - Fringe Benefits	$73,253	$68,714	$48,795	$22,807
Travel (Local)	$12,311	$12,311	$7,337	($1,028)
Travel (Non-Local)	$9,388	$1,214	$4,747	$4,641
Supplies/Materials	$13,315	$17,218	$12,092	$3,107
Equipment	$0	$0	$1,518	($1,518)
Contracts/Consultants	$8,903	$3,091	$2,422	($2,354)
Other	$25,021	$25,021	$25,478	($40,241)
Total - Element 3	*$445,444*	*$431,175*	*$248,208*	*$162,575*

Element 4 *Early Childhood Psychosocial & Emotional Development Services*	Original Budget	2000-2001 Request	Expenditures October 1, 2000 - April 30, 2001	Anticipated Carry-Over after Oct. 2001
Personnel - Salaries	$135,445	$117,780	$74,629	(6,005)
Personnel - Fringe Benefits	$38,019	$30,885	$17,727	19,222
Travel (Local)	$7,492	$7,492	$4,107	3,388
Travel (Non-Local)	$4,384	$4,384	$4,103	(2,025)
Supplies/Materials	$11,866	$22,360	$25,259	(3,657)
Equipment	$0	$0	$726	(5,702)
Contracts/Consultants	$8,945	$15,357	$6,381	6,471
Other	$1,308	$123	$2,550	(3,205)
Total - Element 4	*$207,459*	*$198,381*	*$135,482*	*8,487*

Element 5 *Educational Reform*	Original Budget	2000-2001 Request	Expenditures October 1, 2000 - April 30, 2001	Anticipated Carry-Over after Oct. 2001
Personnel - Salaries	$136,958	$137,363	$73,297	97,433
Personnel - Fringe Benefits	$34,380	$34,392	$23,939	36,472
Travel (Local)	$14,381	$14,381	$4,723	7,413
Travel (Non-Local)	$6,214	$6,214	$3,513	2,694
Supplies/Materials	$92,326	$77,235	$144,123	(76,566)
Equipment	$300	$0	$1,069	(9,469)
Contracts/Consultants	$54,622	$70,519	$111,863	(46,928)
Other	$113,738	$109,646	$103,614	(46)
Total - Element 5	*$452,919*	*$449,750*	*$466,141*	*11,003*

Element 6 *Safe School Policies*	Original Budget	2000-2001 Request	Expenditures October 1, 2000 - April 30, 2001	Anticipated Carry-Over after Oct. 2001
Personnel - Salaries	$437,260	$329,432	$213,902	36,707
Personnel - Fringe Benefits	$121,112	$86,154	$73,361	70,954
Travel (Local)	$2,273	$2,273	$2,359	(85)
Travel (Non-Local)	$2,480	$1,425	$3,199	(1,774)
Supplies/Materials	$140,010	$184,662	$205,412	(41,517)
Equipment	$82,992	$68,391	$58,018	(1,650)
Contracts/Consultants	$159,101	$104,260	$172,913	(120,698)
Other	$58,927	$57,304	$30,183	27,071
Total - Element 6	*$1,004,155*	*$833,901*	*$759,347*	*(30,992)*

Wake County Safe Schools/ Healthy Students Project
Population Served Worksheets

SAFE SCHOOLS/HEALTHY STUDENTS

Population Served Worksheet

Instructions: Complete a separate worksheet for each major activity/program/strategy. See sample worksheets.

I. **Program/Activity: Strategy 1: Comprehensive Action Plan**
Strategy (i.e., mental health screening/assessment, mentoring program, surveillance cameras, staff training, etc.)

II. **Element:** (check one)

- ✔ Element 1 – School Safety
- ✔ Element 2 – Alcohol & Other Drug/Violence Prevention/Early Intervention Programs
- ✔ Element 3 – School & Community Mental Health Preventive/Treatment Intervention Services
- ✔ Element 4 – Early Childhood Psychosocial & Emotional Development Programs
- ✔ Element 5 – Educational Reform
- ✔ Element 6 – Safe School Policies

III. **Target Population:** (check one)

✔ School-Age Children

Education Level: (number served in each category)

_____ Preschool _____ Elementary School
_____ Middle School _____ High School

***All WCPSS students will be impacted by this strategy (97,706).**

✔ Staff

Safe School/Healthy Students Partner: (number served in each category)

✔ Education ✔ Mental Health
✔ Law Enforcement ✔ SS/HS Project Staff

***All partner agencies are involved and will be impacted by this strategy.**

✔ Other

(number served and describe group – e.g., parents, community groups, etc.)

25 Juvenile Crime Prevention Council members

Additional Information:

SAFE SCHOOLS/HEALTHY STUDENTS

Population Served Worksheet

Instructions: Complete a separate worksheet for each major activity/program/strategy. See sample worksheets.

I. **Program/Activity: Strategy** **Strategy 2: Training with Advisory council and Community Representatives**
(i.e., mental health screening/assessment, mentoring program, surveillance cameras, staff training, etc.)

II. **Element:** (check one)

- ✔ Element 1 – School Safety
- ✔ Element 2 – Alcohol & Other Drug/Violence Prevention/Early Intervention Programs
- ✔ Element 3 – School & Community Mental Health Preventive/Treatment Intervention Services
- ✔ Element 4 – Early Childhood Psychosocial & Emotional Development Programs
- ✔ Element 5 – Educational Reform
- ✔ Element 6 – Safe School Policies

III. **Target Population:** (check one)

✔ School-Age Children
Education Level: (number served in each category)

_____ Preschool	_____ Elementary School
_____ Middle School	_____ High School

***All WCPSS students will be impacted by this strategy (97,706).**

_____ Staff
Safe School/Healthy Students Partner: (number served in each category)

_____ Education	_____ Mental Health
_____ Law Enforcement	_____ SS/HS Project Staff

✔ Other
(number served and describe group – e.g., parents, community groups, etc.)

25 Juvenile Crime Prevention Council members

Additional Information:

SAFE SCHOOLS/HEALTHY STUDENTS

Population Served Worksheet

Instructions: Complete a separate worksheet for each major activity/program/strategy. See sample worksheets.

I. **Program/Activity: Strategy** Strategy 3: Strategic Planning of Community wide Initiatives (i.e., mental health screening/assessment, mentoring program, surveillance cameras, staff training, etc.)

II. **Element:** (check one)

- ✔ Element 1 – School Safety
- ✔ Element 2 – Alcohol & Other Drug/Violence Prevention/Early Intervention Programs
- ✔ Element 3 – School & Community Mental Health Preventive/Treatment Intervention Services
- ✔ Element 4 – Early Childhood Psychosocial & Emotional Development Programs
- ✔ Element 5 – Educational Reform
- ✔ Element 6 – Safe School Policies

III. **Target Population:** (check one)

✔ School-Age Children

Education Level: (number served in each category)

_____ Preschool _____ Elementary School

_____ Middle School _____ High School

***All WCPSS students will be impacted by this strategy (97,706).**

✔ Staff

Safe School/Healthy Students Partner: (number served in each category)

✔ Education ✔ Mental Health

✔ Law Enforcement ✔ SS/HS Project Staff

***All partner agencies are involved and will be impacted by this strategy.**

✔ Other

(number served and describe group – e.g., parents, community groups, etc.)

25 Juvenile Crime Prevention Council members

Additional Information:

This strategy component was incorporated into Strategy 1 at the end of Year One.

SAFE SCHOOLS/HEALTHY STUDENTS
Population Served Worksheet

Instructions: Complete a separate worksheet for each major activity/program/strategy. See sample worksheets.

I. **Program/Activity:** **Strategy 4: Improve School Facility Security**
Strategy (i.e., mental health screening/assessment, mentoring program, surveillance cameras, staff training, etc.)

II. **Element:** (check one)

✔ Element 1 – School Safety
_____ Element 2 – Alcohol & Other Drug/Violence Prevention/Early Intervention Programs
_____ Element 3 – School & Community Mental Health Preventive/Treatment Intervention Services
_____ Element 4 – Early Childhood Psychosocial & Emotional Development Programs
_____ Element 5 – Educational Reform
_____ Element 6 – Safe School Policies

III. **Target Population:** (check one)

✔ School-Age Children
Education Level: (number served in each category)
_____ Preschool
36,692 in 60 Elementary Schools
(cumulative thru 3/31/01 with installed Intellikey systems)
11,110 in 12 Middle Schools
(cumulative thru 3/31/01 with installed CCTVs)
_____ High School
* Also: all 97,706 WCPSS students are currently impacted by this component's Crisis Response Plan.

✔ Staff
Safe School/Healthy Students Partner: (number served in each category)
✔ Education
_____ Mental Health
Implementing (cumulative): staff in 60 elementary and 11 middle schools;
Trained: staff in 7 of 60 elementary schools implementing
_____ Law Enforcement
_____ SS/HS Project Staff
* All WCPSS school staff members are currently impacted by this component's Crisis Response Plan.

_____ Other
(number served and describe group – e.g., parents, community groups, etc.)

Additional Information: Six talk group radios remain currently available for use throughout the entire school system, should a crisis occur.

SAFE SCHOOLS/HEALTHY STUDENTS

Population Served Worksheet

Instructions: Complete a separate worksheet for each major activity/program/strategy. See sample worksheets.

I. **Program/Activity: Strategy 5: Expand Telephone Hotline**
Strategy (i.e., mental health screening/assessment, mentoring program, surveillance cameras, staff training, etc.)

II. **Element:** (check one)

✔ Element 1 – School Safety
_____ Element 2 – Alcohol & Other Drug/Violence Prevention/Early Intervention Programs
_____ Element 3 – School & Community Mental Health Preventive/Treatment Intervention Services
_____ Element 4 – Early Childhood Psychosocial & Emotional Development Programs
_____ Element 5 – Educational Reform
_____ Element 6 – Safe School Policies

III. **Target Population:** (check one)

✔ School-Age Children
Education Level: (number served in each category)
_____ Preschool _____ Elementary School
_____ Middle School _____ High School
***Available to all WCPSS students.**

_____ Staff
Safe School/Healthy Students Partner: (number served in each category)
_____ Education _____ Mental Health
_____ Law Enforcement _____ SS/HS Project Staff

✔ Other
(number served and describe group – e.g., parents, community groups, etc.)

Available to all WCPSS parents

Additional Information:

The anonymous telephone hotline (WAVE Tipline) is available to all students and parents in North Carolina, including Wake County.

SAFE SCHOOLS/HEALTHY STUDENTS
Population Served Worksheet

Instructions: Complete a separate worksheet for each major activity/program/strategy. See sample worksheets.

I. **Program/Activity: Strategy 6: Families and Schools Together (FAST/FASTWorks) and Family Group Conferencing (FGC)**
Strategy
(i.e., mental health screening/assessment, mentoring program, surveillance cameras, staff training, etc.)

II. **Element:** (check one)

_____ Element 1 – School Safety
✔ Element 2 – Alcohol & Other Drug/Violence Prevention/Early Intervention Programs
_____ Element 3 – School & Community Mental Health Preventive/Treatment Intervention Services
_____ Element 4 – Early Childhood Psychosocial & Emotional Development Programs
_____ Element 5 – Educational Reform
_____ Element 6 – Safe School Policies

III. **Target Population:** (check one)

✔ School-Age Children
Education Level: (number served in each category)
8 (FGC) Preschool — 65 Elementary School **(35: FGC; 25: FAST; 5 FASTWorks)**
20 (FAST) Middle School — _____ High School

✔ Staff
Safe School/Healthy Students Partner: (number served in each category)
86 trained (66: FGC; 20 FAST) Education — 62 trained(FGC) Mental Health
16 implementing (12: FGC; 4: FAST) Education — 21 implementing Mental Health **(16: FGC; 5: FAST)**

_____ Law Enforcement — 1 SS/HS Project Staff **(FGC Coordinator)**
4 (FAST) Partners (implementing) — 5 Parents (implementing)
1: CISWC Coordinator
1: Triangle Family Services
2: Southlight Drug Abuse Prevention Center
4: FAST Team Members
1: FASTWorks Leader

✔ Other
(number served and describe group – e.g., parents, community groups, etc.)
FGC: 107 parents served; 13 parents trained; FAST: 32 families of 45 children

Additional Information:

SAFE SCHOOLS/HEALTHY STUDENTS
Population Served Worksheet

Instructions: Complete a separate worksheet for each major activity/program/strategy. See sample worksheets.

I. **Program/Activity: Strategy 7: Expand Pool of Mentors**
Strategy (i.e., mental health screening/assessment, mentoring program, surveillance cameras, staff training, etc.)

II. **Element:** (check one)

_____ Element 1 – School Safety
__✔__ Element 2 – Alcohol & Other Drug/Violence Prevention/Early Intervention Programs
_____ Element 3 – School & Community Mental Health Preventive/Treatment Intervention Services
_____ Element 4 – Early Childhood Psychosocial & Emotional Development Programs
_____ Element 5 – Educational Reform
_____ Element 6 – Safe School Policies

III. **Target Population:** (check one)

__✔__ School-Age Children
Education Level: (number served in each category)
_____ Preschool
__200__ Elementary School
__178__ Middle School
__100__ High School

__✔__ Staff
Safe School/Healthy Students Partner: (number served in each category)
_____ Education
_____ Mental Health
_____ Law Enforcement
__1__ SS/HS Project Staff **(CISWC Secretary)**
__1__ Partners **(CISWC Coordinator)**
_____ Parents (implementing)

__✔__ Other
(number served and describe group – e.g., parents, community groups, etc.)

463 volunteers mentoring; 315 volunteers trained

237 persons in 33 organizations introduced to volunteer mentoring opportunities

Additional Information:

SAFE SCHOOLS/HEALTHY STUDENTS

Population Served Worksheet

Instructions: Complete a separate worksheet for each major activity/program/strategy. See sample worksheets.

I. **Program/Activity: Strategy 8: Teen Court**
Strategy (i.e., mental health screening/assessment, mentoring program, surveillance cameras, staff training, etc.)

II. **Element:** (check one)

_____ Element 1 – School Safety
✔ Element 2 – Alcohol & Other Drug/Violence Prevention/Early Intervention Programs
_____ Element 3 – School & Community Mental Health Preventive/Treatment Intervention Services
_____ Element 4 – Early Childhood Psychosocial & Emotional Development Programs
_____ Element 5 – Educational Reform
_____ Element 6 – Safe School Policies

III. **Target Population:** (check one)

✔ School-Age Children
Education Level: (number served in each category)

_____ Preschool	2 Volunteers Elementary School
92 Volunteers Middle School	133 Volunteers High School
	2 Volunteers No school identified

_____ Staff
Safe School/Healthy Students Partner: (number served in each category)

_____ Education	_____ Mental Health
_____ Law Enforcement	2 SS/HS Project Staff

_____ Other
(number served and describe group – e.g., parents, community groups, etc.)

Additional Information:

*Teen Court Volunteers: All middle and high school students have been notified of the opportunity to be a Teen Court volunteer.

*Teen Court Offenders:

161 offender referrals (2 elementary school, 33 middle school, 91 high school, 34 no school identified)
127 cases heard (2 elementary school, 27 middle school, 82 high school, 16 no school identified)
118 cases closed successfully (2 elementary school, 23 middle school, 85 high school, 8 no school identified)

SAFE SCHOOLS/HEALTHY STUDENTS

Population Served Worksheet

Instructions: Complete a separate worksheet for each major activity/program/strategy. See sample worksheets.

I. **Program/Activity: Strategy 9: School-Based Mental Health Counselors**
Strategy (i.e., mental health screening/assessment, mentoring program, surveillance cameras, staff training, etc.)

II. **Element:** (check one)

_____ Element 1 – School Safety
_____ Element 2 – Alcohol & Other Drug/Violence Prevention/Early Intervention Programs
✔ Element 3 – School & Community Mental Health Preventive/Treatment Intervention Services
_____ Element 4 – Early Childhood Psychosocial & Emotional Development Programs
_____ Element 5 – Educational Reform
_____ Element 6 – Safe School Policies

III. **Target Population:** (check one)

✔ School-Age Children
Education Level: (number served in each category)

____ Preschool	94 Elementary School
160 Middle School	91 High School

_____ Staff
Safe School/Healthy Students Partner: (number served in each category)

49 Education	_____ Mental Health
____ Law Enforcement	5 SS/HS Project Staff **(Mental Health Counselors)**

✔ Other
(number served and describe group – e.g., parents, community groups, etc.)

96 parents; 45: CISWC Mentors; 10: community organization

Additional Information:

SAFE SCHOOLS/HEALTHY STUDENTS

Population Served Worksheet

Instructions: Complete a separate worksheet for each major activity/program/strategy. See sample worksheets.

I. **Program/Activity: Strategy 10: Expand School-Based Substance Abuse Prevention Strategy Program**
(i.e., mental health screening/assessment, mentoring program, surveillance cameras, staff training, etc.)

II. **Element:** (check one)

_____ Element 1 – School Safety
_____ Element 2 – Alcohol & Other Drug/Violence Prevention/Early Intervention Programs
✔ Element 3 – School & Community Mental Health Preventive/Treatment Intervention Services
_____ Element 4 – Early Childhood Psychosocial & Emotional Development Programs
_____ Element 5 – Educational Reform
_____ Element 6 – Safe School Policies

III. **Target Population:** (check one)

✔ School-Age Children
Education Level: (number served in each category)

_____ Preschool	_____ Elementary School
331 Middle School	203 High School
23: individual referrals	**24: individual referrals**
78: COSA groups	**9: COSA groups**
200: classroom	**140: classroom**
30: in faith-based orgn	**30: in faith-based orgn**

✔ Staff
Safe School/Healthy Students Partner: (number served in each category)

52 Education	_____ Mental Health
_____ Law Enforcement	2 SS/HS Project Staff **(Substance Abuse counselors)**

✔ Other
(number served and describe group – e.g., parents, community groups, etc.)

8 parents; 10 persons in 1 faith-based organization

Additional Information:

SAFE SCHOOLS/HEALTHY STUDENTS
Population Served Worksheet

Instructions: Complete a separate worksheet for each major activity/program/strategy. See sample worksheets.

I. **Program/Activity: Strategy 11: Parents As Teachers**
Strategy (i.e., mental health screening/assessment, mentoring program, surveillance cameras, staff training, etc.)

II. **Element:** (check one)

_____Element 1 – School Safety
_____Element 2 – Alcohol & Other Drug/Violence Prevention/Early Intervention Programs
_____Element 3 – School & Community Mental Health Preventive/Treatment Intervention Services
✔ Element 4 – Early Childhood Psychosocial & Emotional Development Programs
_____Element 5 – Educational Reform
_____Element 6 – Safe School Policies

III. **Target Population:** (check one)

_____School-Age Children
Education Level: (number served in each category)
_____Preschool _____ Elementary School
_____ Middle School _____ High School

✔ Staff
Safe School/Healthy Students Partner: (number served in each category)
_____ Education _____Mental Health
_____ Law Enforcement 4 SS/HS Project Staff
(3 Parent Educators, 1 Coordinator)

✔ Other
(number served and describe group – e.g., parents, community groups, etc.)

67 sets of parents; 88 children (Birth to 5 years old)

Additional Information:

SAFE SCHOOLS/HEALTHY STUDENTS
Population Served Worksheet

Instructions: Complete a separate worksheet for each major activity/program/strategy. See sample worksheets.

I. **Program/Activity: Strategy** Strategy 12: Preschool/Kindergarten Second Step
(i.e., mental health screening/assessment, mentoring program, surveillance cameras, staff training, etc.)

II. **Element:** (check one)

_____ Element 1 – School Safety
_____ Element 2 – Alcohol & Other Drug/Violence Prevention/Early Intervention Programs
_____ Element 3 – School & Community Mental Health Preventive/Treatment Intervention Services
✔ Element 4 – Early Childhood Psychosocial & Emotional Development Programs
_____ Element 5 – Educational Reform
_____ Element 6 – Safe School Policies

III. **Target Population:** (check one)

_____ School-Age Children
Education Level: (number served in each category)
237 Preschool _____ Elementary School
_____ Middle School _____ High School

✔ Staff
Safe School/Healthy Students Partner: (number served in each category)
35 trained Education _____ Mental Health
15 implementing Education _____ Mental Health
_____ Law Enforcement 1 SS/HS Project Staff
(Coordinator: 12/13-SS/13-GRAV)

_____ Other
(number served and describe group – e.g., parents, community groups, etc.)

411 parents exposed to curriculum

Additional Information:

SAFE SCHOOLS/HEALTHY STUDENTS
Population Served Worksheet

Instructions: Complete a separate worksheet for each major activity/program/strategy. See sample worksheets.

I. **Program/Activity: Strategy** **Strategy 13: Implement Violence and Substance Abuse Prevention Curricula**
(i.e., mental health screening/assessment, mentoring program, surveillance cameras, staff training, etc.)

II. **Element:** (check one)

_____Element 1 – School Safety
_____Element 2 – Alcohol & Other Drug/Violence Prevention/Early Intervention Programs
_____Element 3 – School & Community Mental Health Preventive/Treatment Intervention Services
_____Element 4 – Early Childhood Psychosocial & Emotional Development Programs
__✔__Element 5 – Educational Reform
_____Element 6 – Safe School Policies

III. **Target Population:** (check one)

__✔__School-Age Children
Education Level: (number served in each category)
_____ Preschool
__7809__ Elementary School **(3Cs: 178; Get Real About Violence: 2,827; Second Step: 4,804)**
__3021__ Middle School **(Get Real About Violence: 1,814; Second Step: 1,207)**
__1125__ High School **(Civic Responsibility: 840; Get Real About Violence: 285)**

__✔__Staff
Safe School/Healthy Students Partner: (number served in each category)
__788 trained; 289 implementing__ Education
_____ Mental Health **(3Cs: 23 trained, 20 implementing; Civic Responsibility: 14 trained, 14 implementing; Get Real About Violence: 274 trained, 93 implementing; Second Step: 477 trained, 162 implementing)**
_____ Law Enforcement
__3__ SS/HS Project Staff **Coordinators- 1: 12/13-SS/13-GRAV 1: 13-CR; 1: 13-3Cs**

__✔__Other
(number served and describe group – e.g., parents, community groups, etc.)
10,016 parents introduced to curricula **(3Cs: 178; Civic Responsibility: 600; Get Real About Violence: 5,533; Second Step: 3,705)**
24 community organizations **(Civic Responsibility)**

Additional Information:

SAFE SCHOOLS/HEALTHY STUDENTS

Population Served Worksheet

Instructions: Complete a separate worksheet for each major activity/program/strategy. See sample worksheets.

I. **Program/Activity: Strategy 14: Youth Programming Enhancement and Expansion**
Strategy (i.e., mental health screening/assessment, mentoring program, surveillance cameras, staff training, etc.)

II. **Element:** (check one)

_____Element 1 – School Safety
_____Element 2 – Alcohol & Other Drug/Violence Prevention/Early Intervention Programs
_____Element 3 – School & Community Mental Health Preventive/Treatment Intervention Services
_____Element 4 – Early Childhood Psychosocial & Emotional Development Programs
__✔__Element 5 – Educational Reform
_____Element 6 – Safe School Policies

III. **Target Population:** (check one)

__✔__School-Age Children
Education Level: (number served in each category)
_____ Preschool _____ Elementary School
_____ Middle School _____ High School
***336 students exposed to Life Skills curriculum not identified by grade level**

_____Staff
Safe School/Healthy Students Partner: (number served in each category)
_____ Education _____ Mental Health
_____ Law Enforcement ____4____ SS/HS Project Staff
(Partner Staff: 4H Youth Development)

__✔__Other
(number served and describe group – e.g., parents, community groups, etc.)

27 staff trained from 23 non-school hour site community-based or faith-based organizations; 32 staff implementing Life Skills curriculum from 26 non-school hour site community-based or faith-based organizations; 18 additional organizations exposed to program.

Additional Information:

SAFE SCHOOLS/HEALTHY STUDENTS

Population Served Worksheet

Instructions: Complete a separate worksheet for each major activity/program/strategy. See sample worksheets.

I. **Program/Activity: Strategy 15: Information Management System**
Strategy (i.e., mental health screening/assessment, mentoring program, surveillance cameras, staff training, etc.)

II. **Element:** (check one)

_____Element 1 – School Safety
_____Element 2 – Alcohol & Other Drug/Violence Prevention/Early Intervention Programs
_____Element 3 – School & Community Mental Health Preventive/Treatment Intervention Services
_____Element 4 – Early Childhood Psychosocial & Emotional Development Programs
_____Element 5 – Educational Reform
✔ Element 6 – Safe School Policies

III. **Target Population:** (check one)

✔ School-Age Children
Education Level: (number served in each category)
_____ Preschool _____ Elementary School
_____ Middle School _____ High School
***All WCPSS students will be impacted by this strategy.**

✔ Staff
Safe School/Healthy Students Partner: (number served in each category)
✔ Education ✔ Mental Health
✔ Law Enforcement ✔ SS/HS Project Staff
***All partner agencies are involved and will be impacted by this strategy.**

✔ Other
(number served and describe group – e.g., parents, community groups, etc.)

_____

Additional Information:

SAFE SCHOOLS/HEALTHY STUDENTS

Population Served Worksheet

Instructions: Complete a separate worksheet for each major activity/program/strategy. See sample worksheets.

I. **Program/Activity: Strategy 16: Expand Student/Youth Infrastructure**
Strategy (i.e., mental health screening/assessment, mentoring program, surveillance cameras, staff training, etc.)

II. **Element:** (check one)

_____ Element 1 – School Safety
_____ Element 2 – Alcohol & Other Drug/Violence Prevention/Early Intervention Programs
_____ Element 3 – School & Community Mental Health Preventive/Treatment Intervention Services
_____ Element 4 – Early Childhood Psychosocial & Emotional Development Programs
_____ Element 5 – Educational Reform
✔ Element 6 – Safe School Policies

III. **Target Population:** (check one)

✔ School-Age Children
Education Level: (number served in each category)

_____ Preschool	15 Elementary School
224 Middle School	231 High School

_____ Staff
Safe School/Healthy Students Partner: (number served in each category)

_____ Education	_____ Mental Health
_____ Law Enforcement	1 SS/HS Project Staff **(Youth Advisory Council/SAVE Club Coordinator)**

_____ Other
(number served and describe group – e.g., parents, community groups, etc.)

30 SAVE Club Advisors

Additional Information:

SAFE SCHOOLS/HEALTHY STUDENTS

Population Served Worksheet

Instructions: Complete a separate worksheet for each major activity/program/strategy. See sample worksheets.

I. Program/Activity: Strategy 17: NovaNET/Extended Day Program
Strategy (i.e., mental health screening/assessment, mentoring program, surveillance cameras, staff training, etc.)

II. Element: (check one)

_____ Element 1 – School Safety
_____ Element 2 – Alcohol & Other Drug/Violence Prevention/Early Intervention Programs
_____ Element 3 – School & Community Mental Health Preventive/Treatment Intervention Services
_____ Element 4 – Early Childhood Psychosocial & Emotional Development Programs
_____ Element 5 – Educational Reform
✔ Element 6 – Safe School Policies

III. Target Population: (check one)

✔ School-Age Children
Education Level: (number served in each category)
_____ Preschool _____ Elementary School
52 Middle School 701 High School

✔ Staff
Safe School/Healthy Students Partner: (number served in each category)
15 implementing; 54 trained Education _____ Mental Health
_____ Law Enforcement _____ SS/HS Project Staff

_____ Other
(number served and describe group – e.g., parents, community groups, etc.)

_____

_____

Additional Information:

Wake County Safe Schools/Healthy Students Project
Year Two – Mid-Year Performance Report
October 1, 2000 – March 31, 2001

Supplemental Information

Attached are reference charts and materials for the Wake County Safe Schools/Healthy Students Project. The charts and materials graphically display several of the accomplishments in numbers, percentages, and efforts within the project and its components from October 1, 2000 through March 31, 2001.

Comprehensive objectives pertaining to county juvenile arrests, school security violations, school crime and violence, student suspensions, dropouts, and surveyed perceptions of safety will be reported in the Year Two End-of-Year Performance Report; the majority of this data is not available.

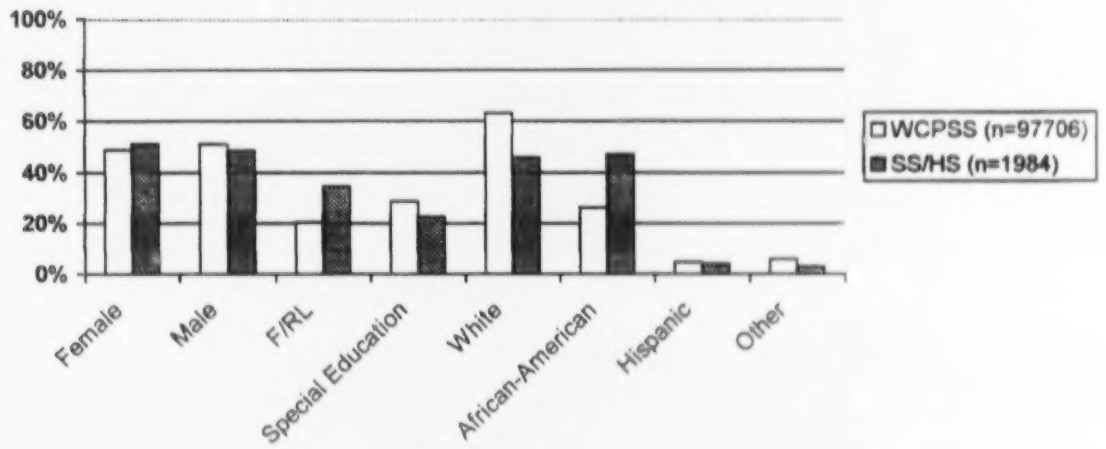
Supplemental Information – Section One
List of Supporting Charts

ELEMENT	Strategy	Chart	
1-6	Overall	1	SS/HS Student Demographics Compared to WCPSS
	Overall	2	Wake County SS/HS Conference – March2001
	1	3	JCPC General Meeting Attendance
1	4	4	Crisis Response Plans, Intellikey/CCTV Installations
	5	5	Telephone Hotline
	5	6	Reasons for Hotline Calls – October 1999 through March 2001
2	6	7	Family Focused Strategies
	7	8	Mentored Students by Year per School – October 1999 through March 2001
	7	9	Yr2-Oct00-Mar01 Mentors Returning from Year One
	8	10	Teen Court Volunteers and Offenders
3	9	11	CATeam Service Delivery
	9	12	Number of Services Per CATeam Student
	10	13	Substance Abuse Intervention Service Delivery
	10	14	Number of Services Per Substance Abuse Referral
4	11	15	Percentage of PAT Children at Appropriate Developmental Level
	11	16	Parenting Knowledge, Attitudes, Behavior, and School Involvement of PAT Parents
	12	17	Preschool Students Exposed to Second Step Curriculum
5	13	18	Students Exposed to School-based Violence Prevention Curricula
	14	19	Students Exposed to Life Skills Curriculum in Non-School-Hour Program Sites
6	16	20	Youth Advisory Council and SAVE Club Student Participants and Meeting Attendance
	17	21	NovaNET Student Participants
	17	22	NovaNET Student Pre-Post Grades
	17	23	NovaNET Pre-Post ABLE Scores

Wake County Safe Schools/ Healthy Students Project
Supplemental Information – Section One

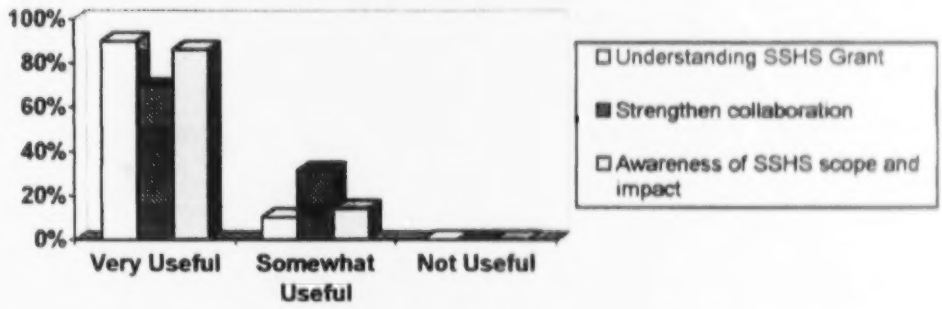
Elements 1 – 6

Chart 1
SS/HS Student Demographics Compared to WCPSS



Demographics
All students are impacted by the SS/HS Project. Some students (n=2458) during this period were more involved, they were compared to the WCPSS population. Chart 1 displays the differing demographics of the resulting matches (n=1984) based on gender, socioeconomic status (F/RL), special programs services, and ethnicity. Of the matches, there were less special education program students (-6.0%) but more females (+2.5%), socioeconomically deprived (+14.1%), and African-American (+20.8%) students in the SS/HS Project than WCPSS students as a whole.

Chart 2
Wake County SS/HS Conference - March 2001
(n=49)



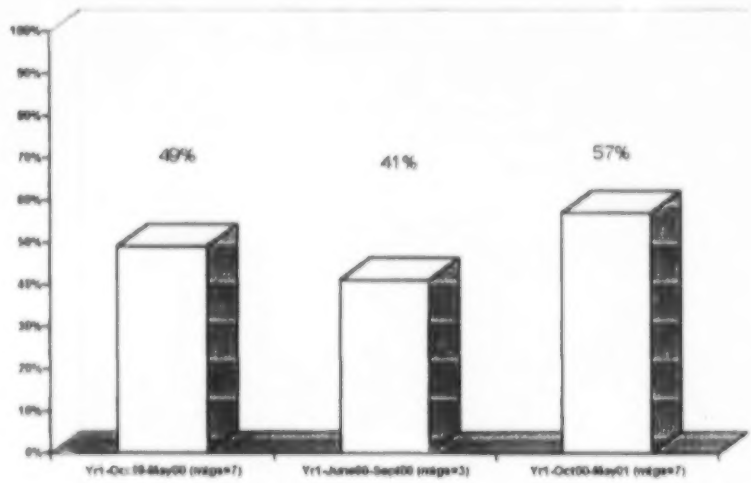
SS/HS Conference
Of approximately 130 total conference participants, close to 60 attended the final session and were asked to complete a conference evaluation form. Chart 2 shows the perceptions of responding conference participants (n=49) regarding its usefulness in helping them understand the Wake County SS/HS Project, strengthen collaboration efforts, and become more aware of the scope and impact of the project. Most found the conference had been very useful to them.

Wake County Safe Schools/ Healthy Students Project
Supplemental Information – Section One

Chart 3
JCPC General Meeting Attendance
Strategy 1

Attendance at JCPC Meetings

Chart 3 displays the percent of JCPC members (n=25) in attendance at general meetings for each of the SS/HS report periods. Attendance increased this period as the council engaged in the development and implementation of the planning process required by the Department of Juvenile Justice and Delinquency Prevention (DJJDP).



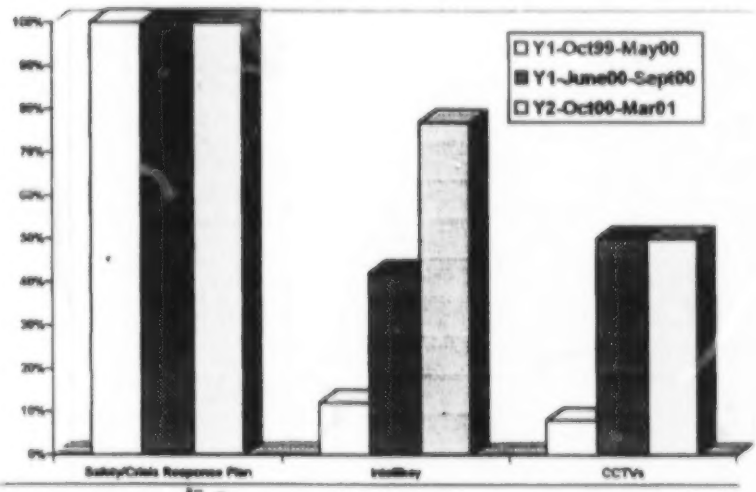
Element 1

Safe School Environment

Crisis Response Plans and Intellikey/CCTV Installations

As shown in Chart 4, each of 3 periods show 100% of the 121 WCPSS schools adopted a revised safety/crisis response plan. Intellikey installations have increased each period. CCTV installations increased from the first to the second period, but no additional CCTVs were installed this period. To date, 77% or 60 of the elementary schools have Intellikeys installed and 48% or 12 middle schools have CCTVs installed. All remaining installations of Intellikeys and CCTVs are scheduled to be completed in October 2001.

Chart 4
Crisis Response Plans, Intellikey/CCTV Installations
Strategy 4



Wake County Safe Schools/ Healthy Students Project
Supplemental Information – Section One

Chart 5
Telephone Hotline
Strategy 5

Telephone Hotline

Chart 5 reflects the number of calls made to the hotline between October 1999 and March 2001. Between October 1999 and May 2000 (with startup of the hotline announced in February 2000), seven calls to the hotline were reported. One call was received between June 2000 and September 2000. During the most recent period (October 2000 to March 2001), 17 calls to the hotline were reported.

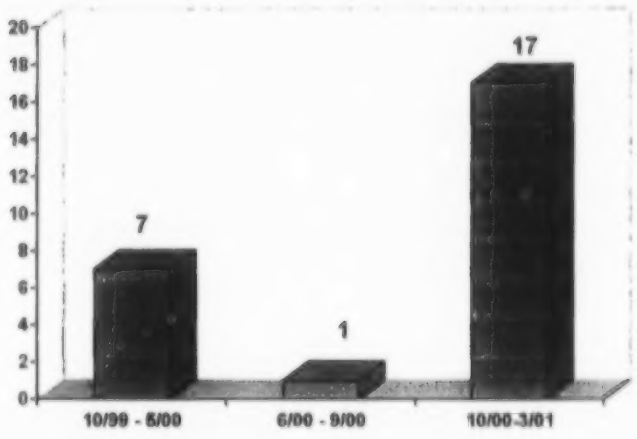
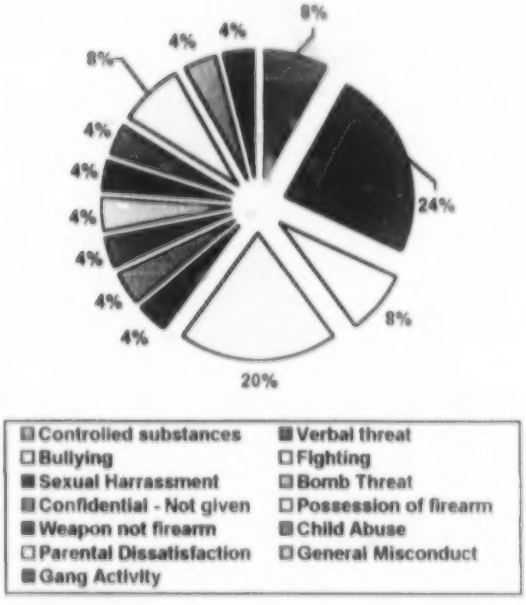


Chart 6
Reasons for Hotline Calls (n=25)
October 1999 through March 2001
Strategy 5

Reasons for Telephone Hotline Calls

Chart 6 demonstrates the breakdown of the problems associated with each call to the hotline. Of the 25 calls received between October 1999 and March 2001 most (6) calls were for verbal threats, followed by five calls for fighting. Two calls each pertained to problems with controlled substances, bullying, and parental dissatisfaction. One call for each of the 8 remaining reasons was made: sexual harassment, a bomb threat, possession of a firearm, possession of weapon (not firearm), child abuse, general misconduct, gang activity, and confidential reasons (not given).



Wake County Safe Schools/ Healthy Students Project
Supplemental Information – Section One

Element 2

Alcohol and Other Drug and Violence Prevention and Early Intervention

Family Focused Strategies

In Chart 7, the numbers of students served each period through Strategy 6 programs are shown. During Yr1-Oct99-May00, 15 students and their families attended and graduated from the eight-week Families and Schools Together (FAST) program. Ten of the 15 began receiving follow-up and support through the two-year FASTWorks program in the Yr1-Jun00-Sept00 period. In this Yr2-Oct00-Mar01 period, 5 students and their families remained involved in the FASTWorks program, 45 students participated in a new spring FAST cycle, and 43 children were involved in the Family Group Conferencing (FGC) program.

Chart 7
Family Focused Strategies
October 1999 through March 2001
Strategy 6

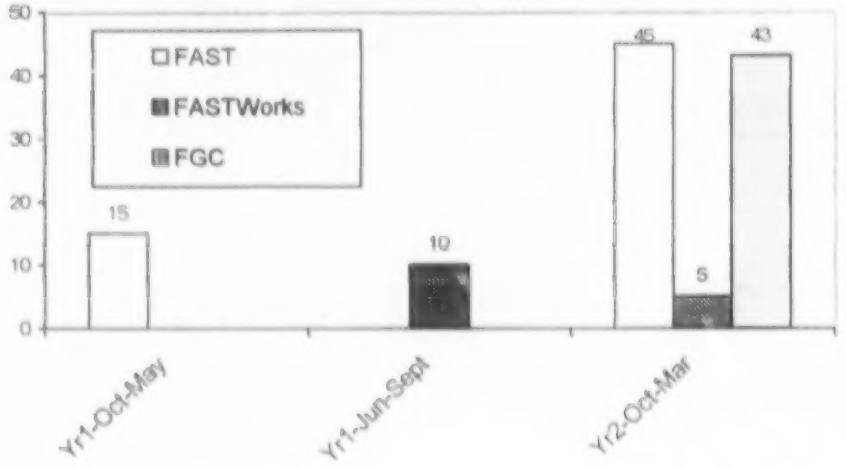
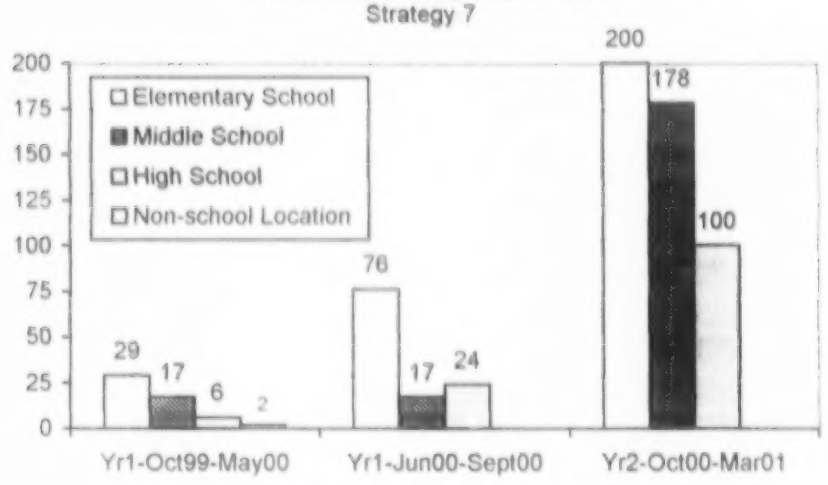


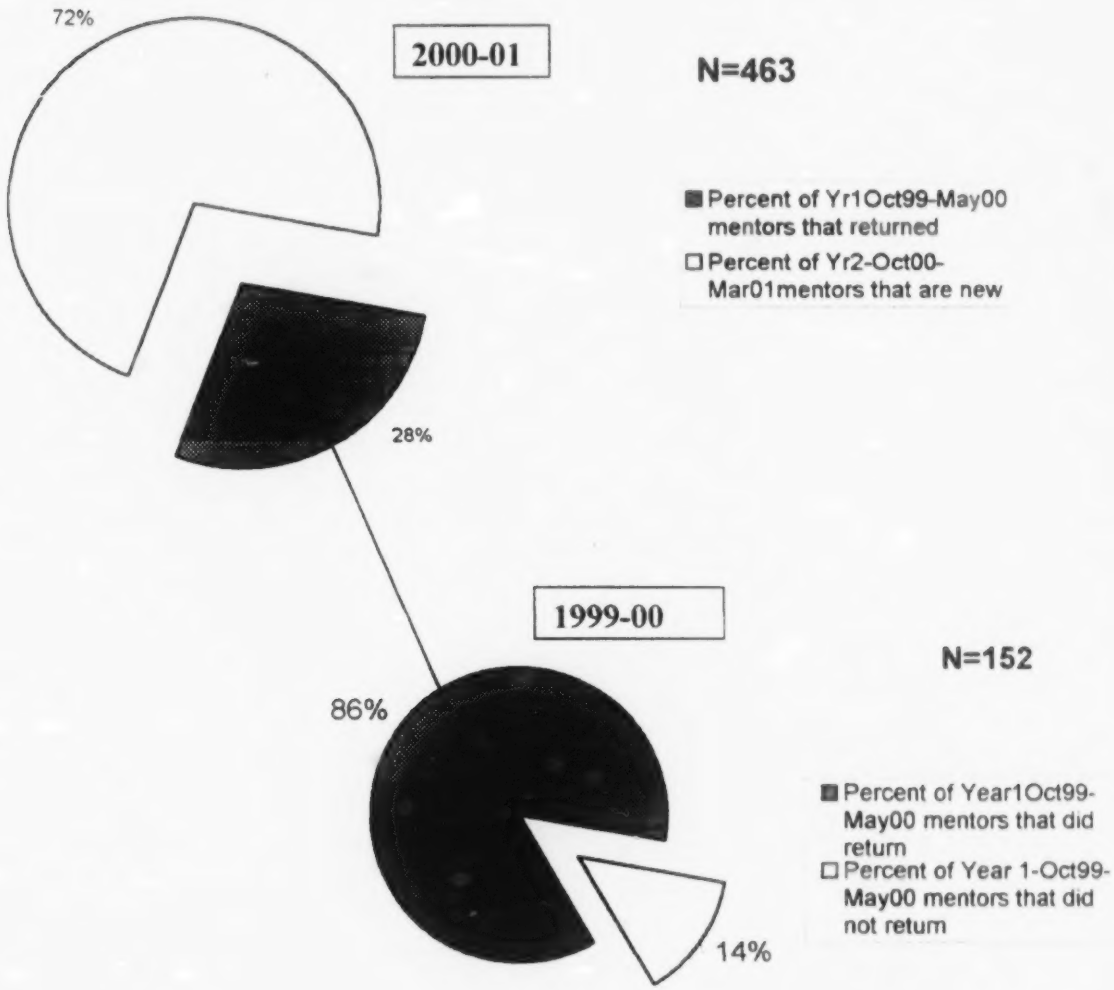
Chart 8
Mentored Students by Year per School
October 1999 through March 2001
Strategy 7



Mentored Students

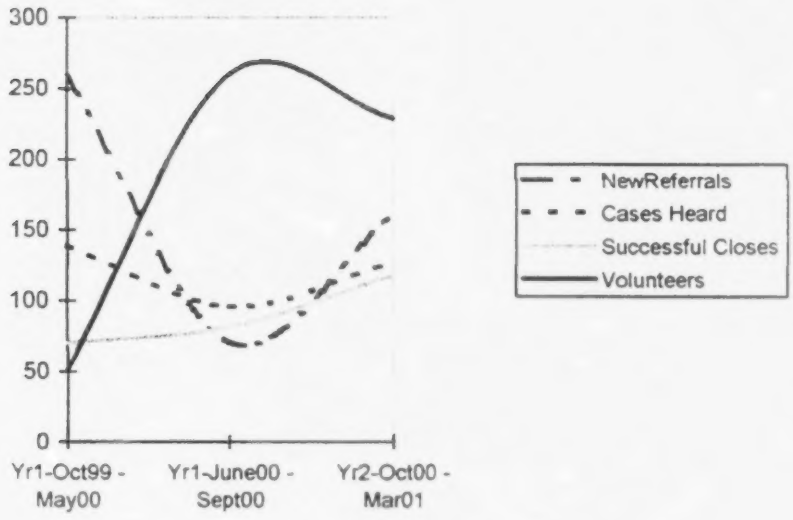
Chart 8 displays the number of mentored students by level during each report period from October 1999 through March 2001. A total of 54 students were mentored in the first period, 117 during the second period, and 478 during the period between October 1, 2000 and March 31, 2001. Some difficulties in monitoring service to individual students over time were encountered and ways to simplify data collection will be sought to assure accuracy.

Chart 9
Yr2-Oct00-Mar01 Mentors Returning from Year One
Strategy 7



Mentors Retained
Chart 9 shows that between Year 1 and Year 2, the number of mentors increased over three fold, from 152 to 463. During the period between October 1, 2000 through March 31, 2001, of the 463 mentors who were matched with students, 28% were also mentors in the last report period. Of the 152 mentors in Year 1, 86% (n=130) continued as mentors into this period.

Chart 10
Teen Court Volunteers and Offenders
Strategy 8



Teen Court Volunteers and Offenders

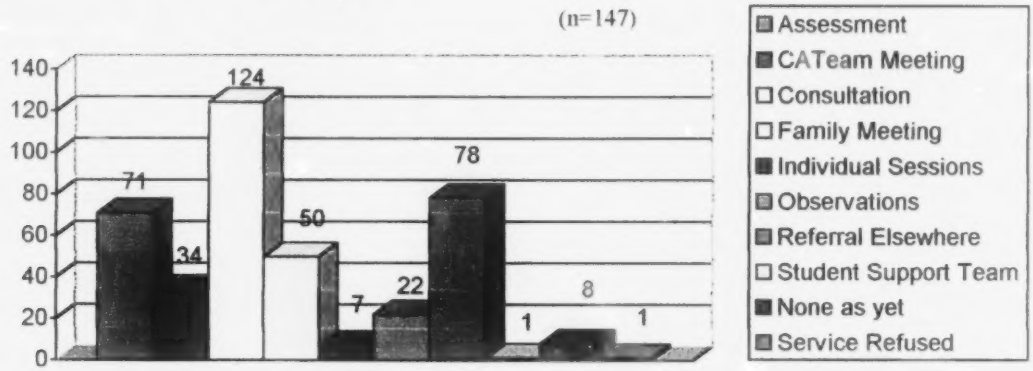
Chart 10 displays the number of active Teen Court Offenders and Volunteers during Year 2-Oct00-Mar01. Offenders are shown by number of new referrals (161), number of court cases heard (127), and number of successful closings (118) during the period. Of the 229 student volunteers during the period, 122 were new recruits to Teen Court. Comparisons are shown against other periods. It should be noted, however, that the number of volunteers shown for Yr1-June00-Sept00 may be inflated as staffing transitions occurred over that period and records were not culled as usual.

Wake County Safe Schools/ Healthy Students Project
Supplemental Information – Section One

Element 3

School and Community Mental Health Preventive and Treatment Intervention Services

Chart 11
CATeam Service Delivery
Strategy 9



CATeam Service Delivery to Referred Students

Chart 11 outlines the kinds of services delivered by the CATeam to referred students. The total number of students served by the CATeam this period was 147. However, a student can be served by the CATeam in more than one way. The chart shows that, of the 147 students, most (124) were served through consultation. A number of students (71) were assessed and 78 were referred elsewhere for more in-depth service. Family meetings were held with 50 of the students. There were some students served in other ways, as shown. One family refused service.

Number of CATeam Services Provided to Each Referred Student

Chart 12 shows that 30 of the 147 students served by the CATeam. received one of the services listed above in Chart 11, and 37 received two services. Up to 6 services were delivered to students. There are no services noted as yet for 8 referred students. One student refused additional service after 3 were received.

Chart 12
Number of Services Per CATeam Student
Strategy 9

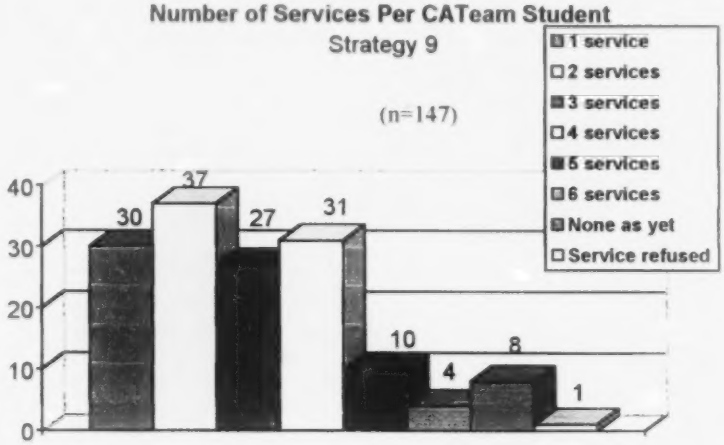
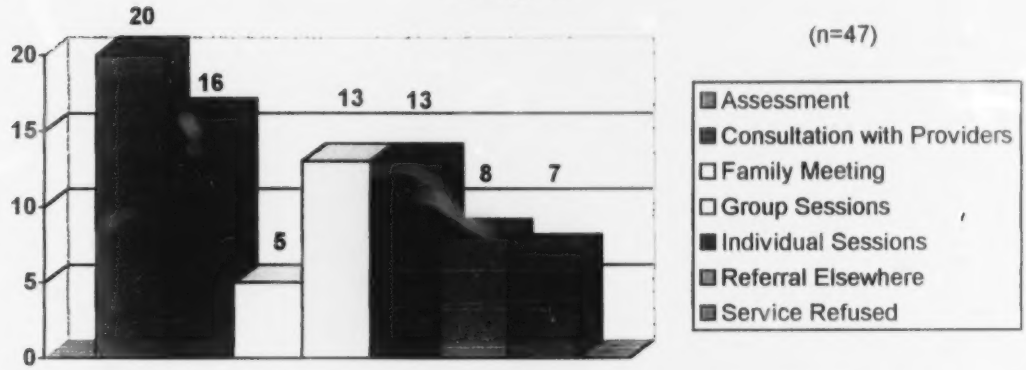


Chart 13
Substance Abuse Intervention Service Delivery
Strategy 10



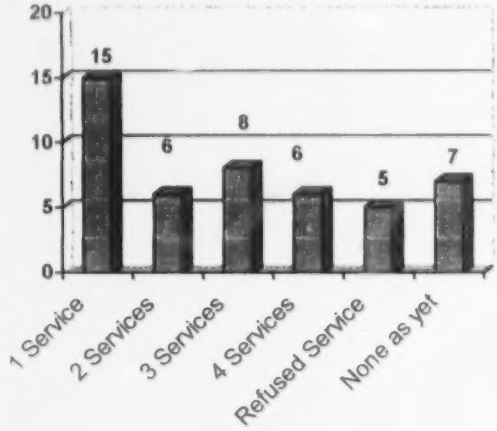
School-based Substance Abuse Clinician Service Delivery to Referred Students

Chart 13 displays the types of services delivered to referred students by the school-based substance abuse (SA) clinicians. The total number of students served by the SA clinicians this period was 47. However, a student may be served by the SA clinicians in more than one way. The chart shows that, of the 47 students, 20 were assessed, 16 were served through consultation. Thirteen were served through group sessions and another 13 through individual sessions. There were some students served in other ways, as shown. Seven referrals refused service (2 of whom were assessed and then refused service.

Number of School-based Substance Abuse Clinician Services Provided to Each Referred Student

Chart 14 shows that 15 of the 47 students referred to the school-based substance abuse clinicians received one service as listed above in Chart 13. Six students received 2 services and another 6 received 4 services. Eight students received 3 services. Service was refused by 7 students, although 2 of those students were assessed prior refusing additional service. There is no service noted as yet for 7 students.

Chart 14
Number of Services Per Substance Abuse Referral
(n=47)
Strategy 10



Wake County Safe Schools/ Healthy Students Project
Supplemental Information – Section One

Element 4

Early Childhood Psychosocial and Emotional Development Services

PAT Children at the Appropriate Developmental Level by Skill

Parents As Teachers (PAT) reports this period indicated that, of the 88 served, 26 were assessed. The assessment is conducted annually as closely as possible to the child's birth date. Chart 15 shows that between 79% to 93% of the children were at their age-appropriate level in communication, gross and fine motor, problem-solving, and personal-social skills tested.

Chart 15
Percentage of PAT Children at Appropriate Developmental Level
(n=26)
Strategy 11

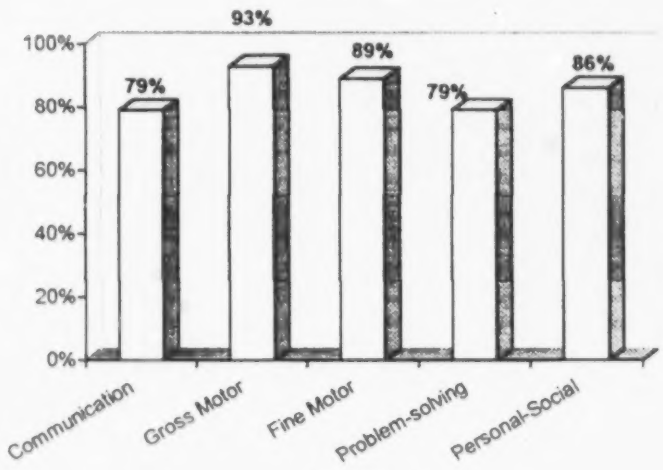
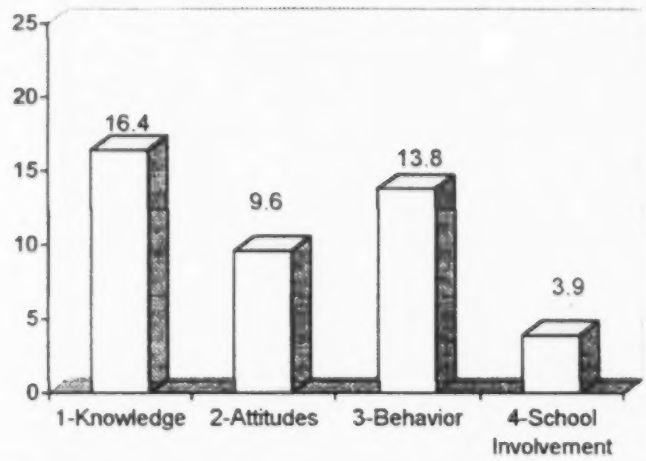


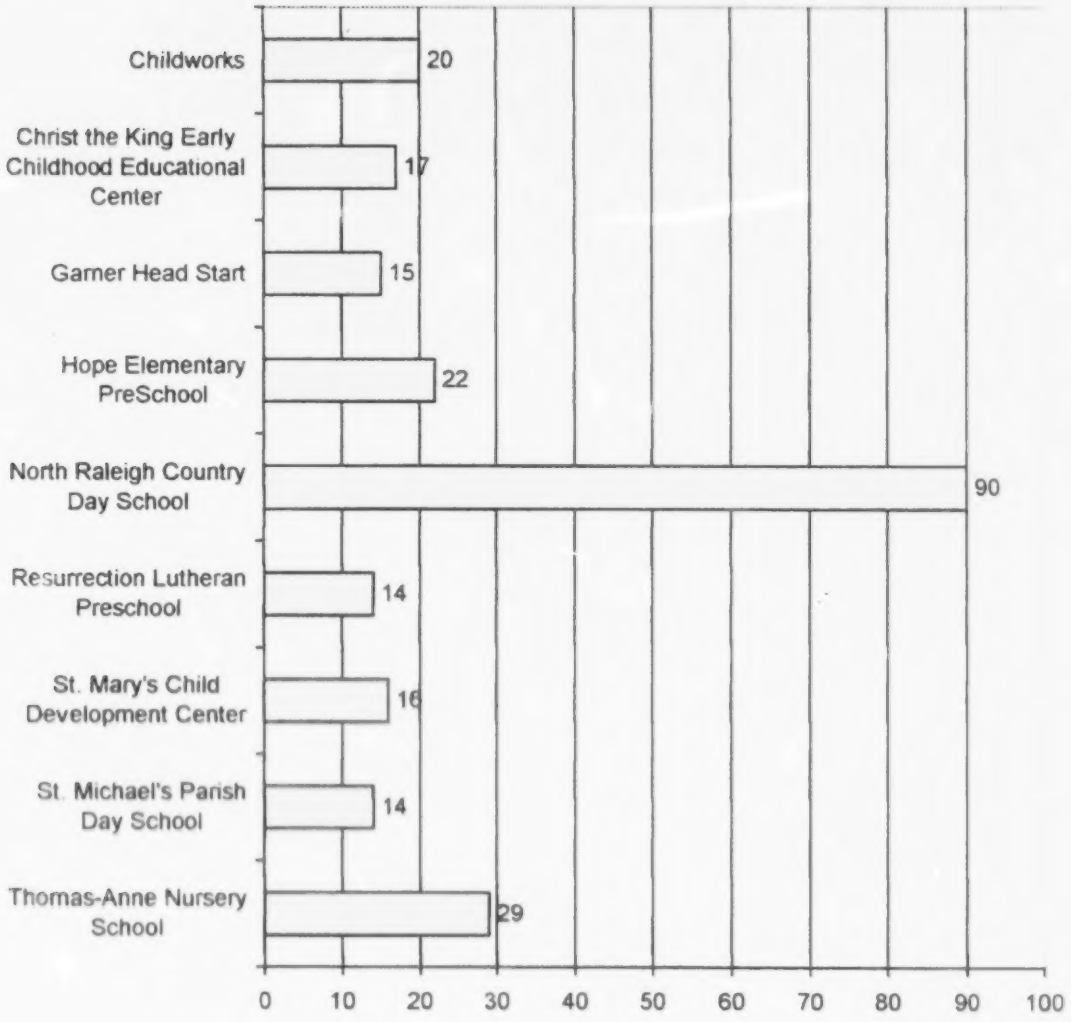
Chart 16
Parenting Knowledge, Attitudes, Behavior, and School Involvement of PAT Parents
(Parts 1-3: n=63)
(Part 4: n=21)
Strategy 11



Parenting Knowledge, Attitudes, Behavior and School Involvement of Parents in PAT (an early childhood parent support program)

The PAT program asks that participating parents complete an annual four-part questionnaire regarding parenting knowledge, attitudes, and skill. School involvement is also queried for those with preschool-age children. Scores determine the effectiveness of the program by comparing annual retest results. A score below or above the desired score of 22 in knowledge, 18 in behavior, 12 in attitudes, and 8 in involvement shows a need for emphasis in that area. Of 67 parents served this period, 63 completed Parts 1, 2, and 3 of the questionnaire. Parents of preschool-age children (n=21) completed Part 4 as well. Chart 16 shows the average of the resulting scores.

Chart 17
Preschool Students Exposed to Second Step Curriculum
(n=237)
Strategy 12



Number of Preschool Students Exposed to the Second Step Curriculum

Chart 17 shows the number of students in local preschools that have participated in the Second Step curriculum on anger management, impulse control, and empathy.

Wake County Safe Schools/ Healthy Students Project
Supplemental Information – Section One

Element 5: Educational Reform

Chart 18
Students Exposed to School-based Violence Prevention Curricula
Strategy 13

School	3Cs	CivicResp	Get Real	SecondStep
Adams Elementary			104	
Athens Drive High			210	
Aversboro Elementary			146	
Baileywick Elementary				175
Briarcliff Elementary				523
Brooks Elementary				63
Carroll Middle			580	307
Cary High		120		
Combs Elementary				18
Davis Drive Elementary			360	743
Dillard Dr. Elementary				485
Douglas Elementary			152	
East Wake High		120		
Fox Road Elementary	16			
Fuquay-Varina High		600		
Green Elementary				321
Green Hope Elementary			30	30
Hilburn Drive Elementary	18			
Hodge Road Elementary				253
Hunter Elementary				279
Jeffreys Grove Elementary			239	
Ligon Middle			300	
Lincoln Heights Elementary			594	
Lynn Road Elementary			244	408
Middle Creek Elementary				66
North Garner Middle				900
Northwoods Elementary				148
Oak Grove Elementary	18			
Olds Elementary @ Cardinal Gibbons	18			
Penny Road Elementary	18			
Pleasant Union Elementary	18			
Powell Elementary			440	73
Rand Road Elementary	18			
Rand Road Elementary				155
Rolesville Elementary				420
Root Elementary				21
Salem Elementary	18			
Southeast Raleigh High			75	
Swift Creek Elementary				100
Wakefield Elementary			35	
Weatherstone Elementary				356
Wendell Elementary			247	
West Lake Elementary	18			
Wilburn Elementary				167
Willow Springs Elementary	18			
Zebulon Elementary			236	
Zebulon Middle			934	
TOTALS:	**178**	**840**	**4926**	**6011**

Number of Students Exposed to Violence Prevention Curricula by School

Chart 18 displays the number of students exposed to various violence prevention curricula by school during the period of Year 2-Oct00 – Mar01. As training and implementation are school-based decisions, not all schools have elected to participate. Four curricula are currently available. 3Cs (Elementary) teaches skills in confidence, cooperation, and communication); Civic Responsibility (High school) teaches the evolving role of the citizen in the community; Get Real About Violence (K-12) focuses on the role of the bystander in violent or potentially violent situations; and Second Step (K-8) teaches social skills in anger management, impulse control, and empathy.

Wake County Safe Schools/ Healthy Students Project
Supplemental Information – Section One

Number of Students Exposed to Violence and Substance Abuse Prevention Curricula in Non-School-Hour Program Sites

The number of students (n=336) that participated in the non-school-hour Life Skills curriculum this period is shown in Chart 19.

Chart 19
Students Exposed to Life Skills Curriculum in Non-School-Hour Program Sites
Strategy 14

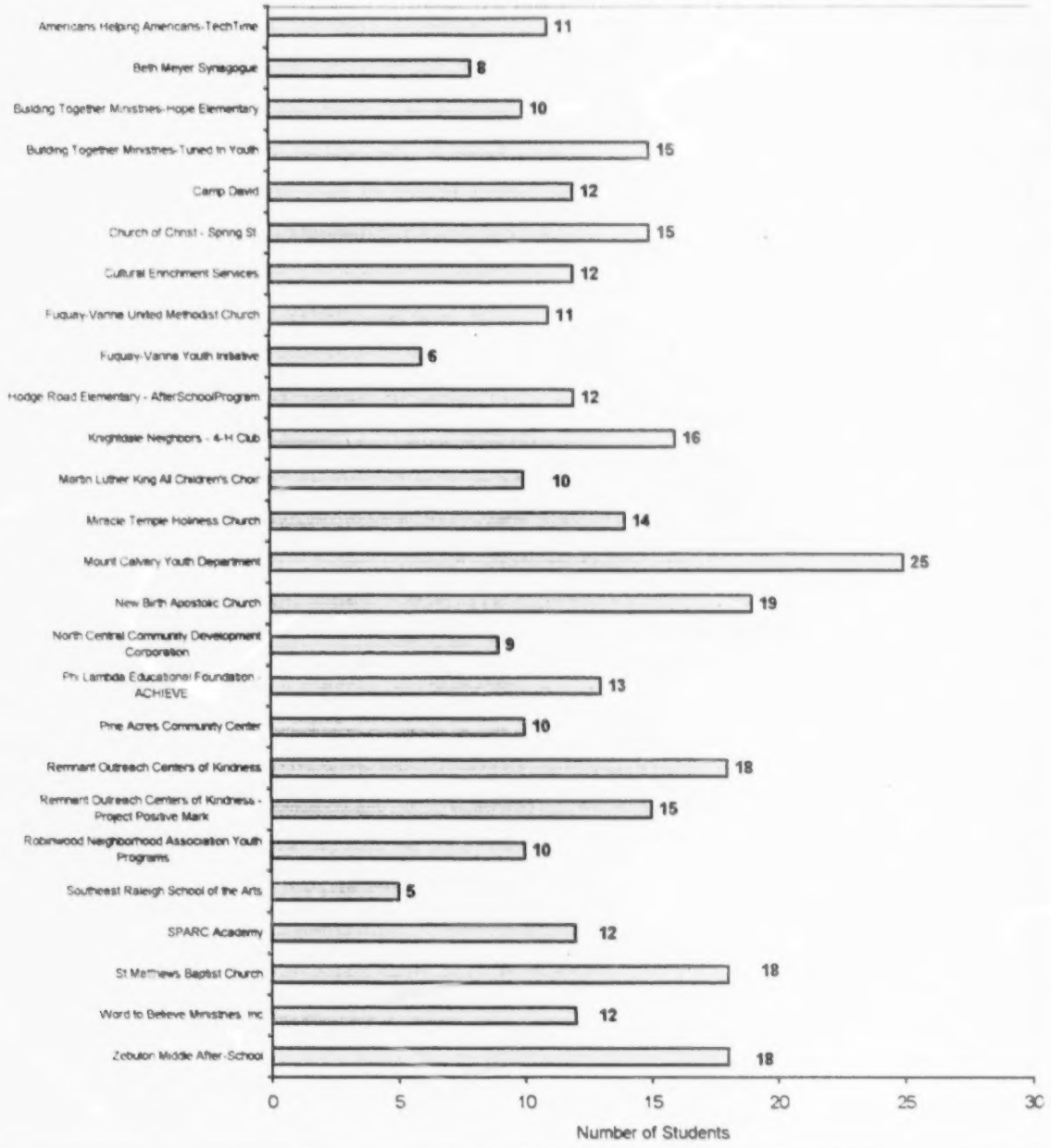
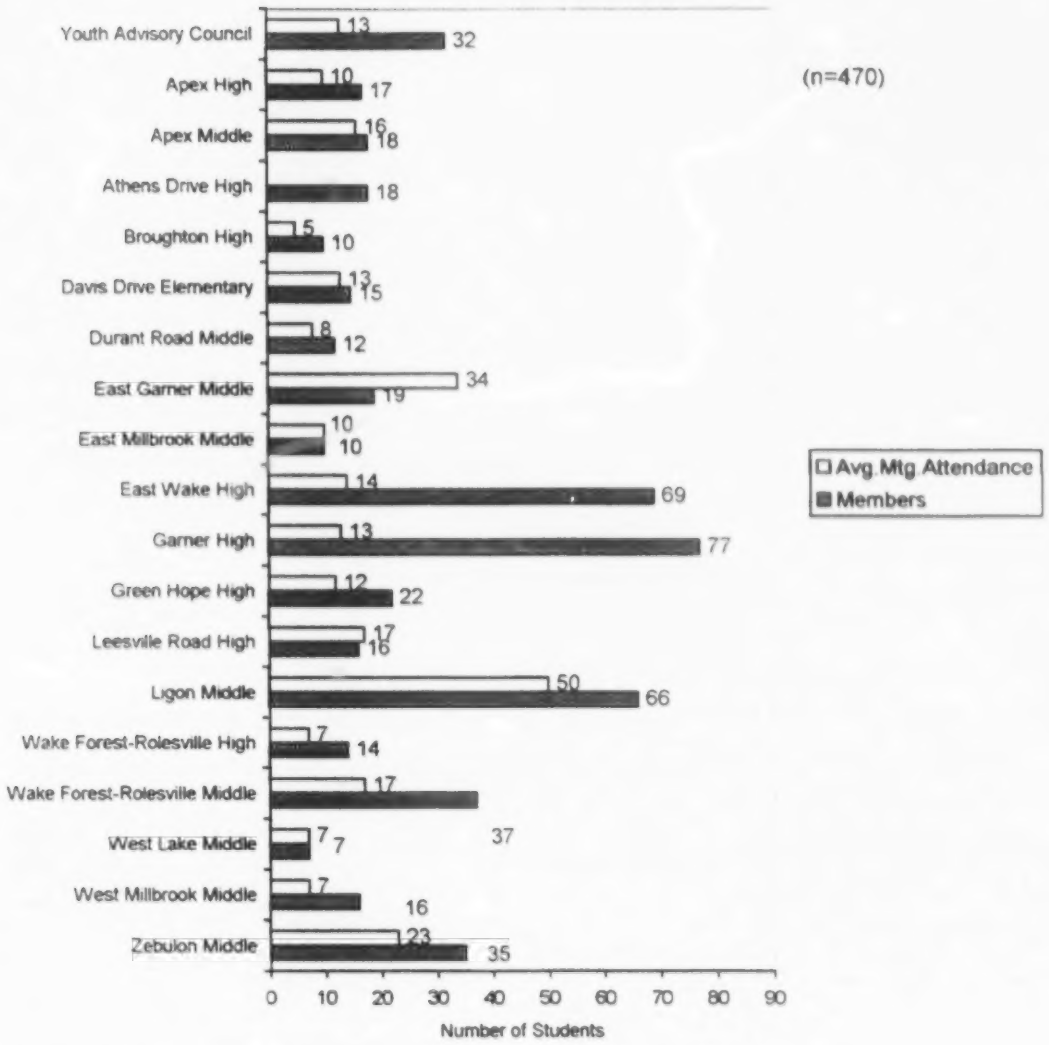

Americans Helping Americans-TechTime 11
Beth Meyer Synagogue 8
Building Together Ministries-Hope Elementary 10
Building Together Ministries-Tuned In Youth 15
Camp David 12
Church of Christ - Spring St 15
Cultural Enrichment Services 12
Fuquay-Varina United Methodist Church 11
Fuquay-Varina Youth Initiative 6
Hodge Road Elementary - AfterSchoolProgram 12
Knightdale Neighbors - 4-H Club 16
Martin Luther King All Children's Choir 10
Miracle Temple Holiness Church 14
Mount Calvary Youth Department 25
New Birth Apostolic Church 19
North Central Community Development Corporation 9
Phi Lambda Educational Foundation - ACHIEVE 13
Pine Acres Community Center 10
Remnant Outreach Centers of Kindness 18
Remnant Outreach Centers of Kindness - Project Positive Mark 15
Robinwood Neighborhood Association Youth Programs 10
Southeast Raleigh School of the Arts 5
SPARC Academy 12
St Matthews Baptist Church 18
Word to Believe Ministries, Inc 12
Zebulon Middle After-School 18
0 5 10 15 20 25 30
Number of Students

Chart 20
Youth Advisory Council and SAVE Club Student Participants and Meeting Attendance
Strategy 16



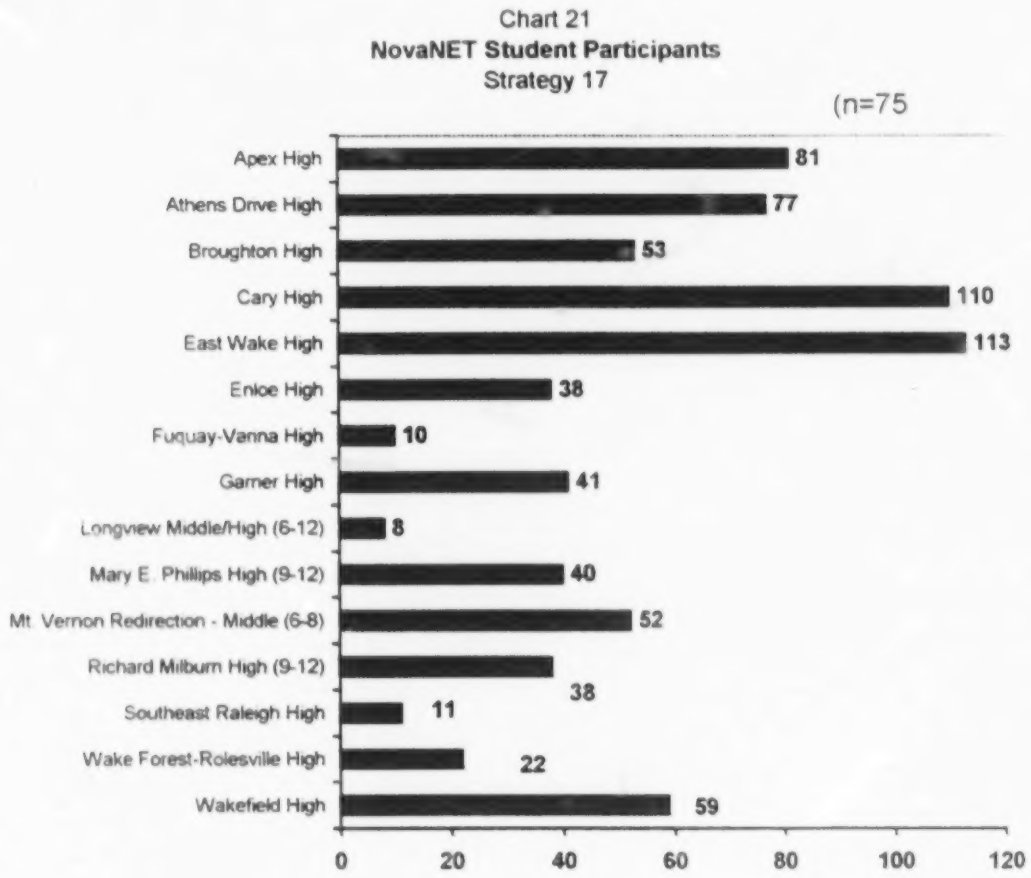
Number of Students Attending SAVE Club and Youth Advisory Council Meetings by School

Chart 20 displays the number of students attending SAVE Club and Youth Advisory meetings by school during Year 2-Oct00-Mar01. On the average, there were 27 SAVE Club/YAC members per group this period with an average of 15 attending each meeting. Each member attended about 53% of the total number of meetings. Data is based on 19 groups reporting; some did not report.

Wake County Safe Schools/ Healthy Students Project
Supplemental Information – Section One

Number of NovaNET Students by School

Chart 21 displays the number of Year 2-Oct00-Mar01 NovaNET students by school.



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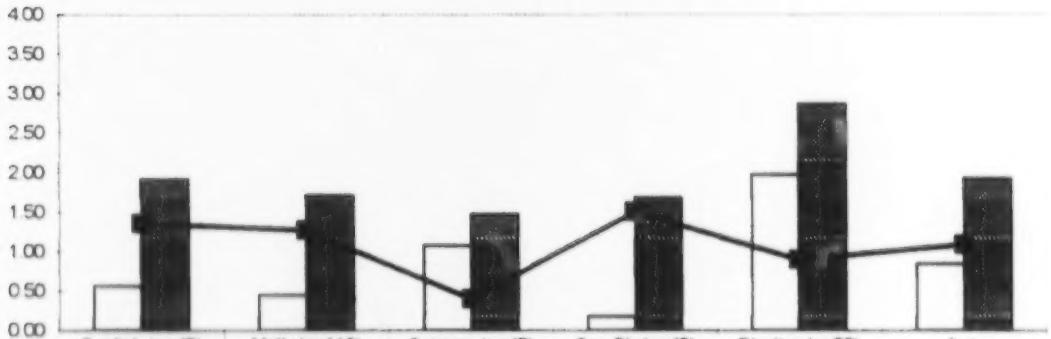
Change in Student Grades after NovaNET

In Chart 22, pre and post grades are shown for students who completed both measures during this period. Positive gains are observed in all subject areas with an average change of +1.08.

Chart 22
NovaNET Student Pre-Post Grades
Strategy 17

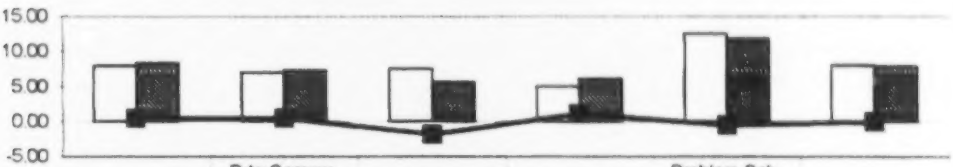


	English (n=48)	Math (n=118)	Science (n=45)	Soc St. (n=40)	Elective (n=30)	Avg.
Pre	0.56	0.44	1.07	0.18	1.97	0.84
Post	1.91	1.71	1.47	1.68	2.86	1.92
Change	1.36	1.27	0.40	1.50	0.90	1.08

Change in Student ABLE Scores after NovaNET

Chart 23 displays change in students reported this period as completing both ABLE pre and post measures in the various topics relevant to their coursework. Change was generally to the negative from pre to post in all topics with an average change of –0.13.

Chart 23
NovaNET Pre-Post ABLE Scores
Strategy 17



	Vocab (n=22)	Rdg Compre (n=21)	Spelling (n=13)	Language (n=11)	Problem Solv (n=14)	AVG
Pre	7.92	6.89	7.51	4.95	12.49	7.95
Post	8.30	7.28	5.65	6.03	11.86	7.82
Change	0.38	0.40	-1.86	1.07	-0.63	-0.13

Supplemental Information – Section Two
Listing of Print Medium Samples*

Publicity/Promotional Materials

- Brochures/Flyers/Calendars
  - Wake County Safe Schools/Healthy Students Project brochure
  - Wake County Human Services – May 2001 calendar (Focus on Wake County Safe Schools/Healthy Students Project)
  - The Wake County Juvenile Crime Prevention Council brochure (Elements 1-6, Strategy 1)
  - Youth Advisory Council brochure (Element 6, Strategy 16)
  - Volunteer with Teen Court! flyer (Element 2, Strategy 8)
- Websites
  - Safe Schools/Healthy Students website notice postcard
  - Safe Schools/Healthy Students Website Homepage (http://schools.wcpss.net/safeschools)
  - Youth Advisory Council Website Homepage (http://wyac.hypermart.net) (Element 6, Strategy 16)
  - Others are available, such as for the 3Cs Program at http://www.3cprogram.com (Element 5, Strategy 13)
- Newsletters pertinent to the project
  - US Department of Education Community Update – Issue No. 85
  - Wake County Human Services Communications – No.55
  - Teen Court Chronicles – Vol. II, Issue 6 (Element 2, Strategy 8)
  - Youth Program News – December, 2000 (Element 5, Strategy 14)
- News Bulletins
  - Wake County Public School System News Release – March 2, 2001 (SS/HS Conference)
  - Wake County Public School System News & Events (Youth Summit: Element 6, Strategy 16)

Presentations

- Sample Listing of Presentations by SS/HS Project Staff
- Wake County SS/HS Conference, March 8, 2001
- American Leadership Conference, April 25, 2001
- Building Youth Assets, 10/2/00 – 3/27/01

Training/Workshop Opportunities

- Get Real About Violence Workshop flyer (Element 5, Strategy 13)
- Substance Use and STD/HIV Informational Workshop flyer (Element 5, Strategy 14)
- Mini-Society Training flyer (Element 5, Strategy 14)

Appreciation Celebrations

- Communities in Schools of Wake County 4th Annual Volunteer Appreciation Event invitation (Element 2, Strategy 7)
- Capital Area Teen Court's End-of-the-Year Celebration! invitation (Element 2, Strategy 8)

Program Component Descriptions/Posters

- High School Program Planning Guide Course Description: Civic Responsibility (Element 5, Strategy 13)
- Four Student-Designed Civic Responsibility Course Posters (Element 5, Strategy 13)
- Partnership for Educational Success Project: Family Advocate and Family Conference for Educational Success Description (Element 2, Strategy 6-FGC)

Program Component Communications/Meeting Minutes/Reports

- Meeting Minutes
  - Wake County SS/HS
  - Juvenile Crime Prevention Council (JCPC) (Elements 1-6, Strategy 1)
- Letters/e-mail
  - JCPC Invitation to Community Forum (Elements 1-6, Strategy 1)
  - Collaboration effort: Wake County Human Services/4H Youth Development with Youth Advisory Council and Violence Prevention Curriculum (Element 5, Strategies 13 and 14; Element 6, Strategy 16)
  - E-mail invitation to attend Life Skills Training (Element 5, Strategy 14)
  - Support to Youth Programs (Element 5, Strategy 14)
  - Database Infrastructure System update memorandum (Element 6, Strategy 15)
- Reports
  - Summary Report in database
  - Survey Results in database

*Copies available by telephone request

Wake County
Safe Schools/Healthy Students
Year Two - Mid-Year Performance Report
October 1, 2000 – March 31, 2001

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Partner Agencies

Juvenile Crime Prevention Council
Wake County Public School System
Wake County Human Services
Office of Juvenile Justice
Communities in Schools of Wake County
Southlight Drug Abuse Prevention Center
Raleigh Police Department
Wake County Sheriff's Department
ReEntry/Teen Court
Cooperative Extension Services
Triangle Family Services
North Carolina Center for
Prevention of School Violence

May 2001
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